People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Kasdi Merbah Ouargla University

Faculty of Letters and Languages

Department of Letters and English Language

Dissertation submitted in partial fulfillment of the requirement for the Master's Degree in field of

English Language and Literature

Specialty: linguistics

Bridging the Gap between EAP & EOP:

Needs Analysis Approach to Design English for Academic and Occupational Purposes Course for EAP Novice Learners in the Department of English at Kasdi Merbah University Ouargla

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Dedication

*To my grandmother **Zohra SEBTI**, for being my idol of knowledge seeker till now and ever*
To my parents whom I never doubt on their love, care and support in my life
To my four sisters and two little brothers whom I thank Allah day & night for having them
*To my soul-mate **Sarah** for being by my side in all-times*
To my friends Asalah, Kaouther, Yasmine, Batoul & Ghofrane
I dedicate this work.

Maria CHEHMA

Dedication

Thank you ALLAH the almighty for all your blessings, for the strength you give all of my life, for the help and for everything, all the praises and thanks be to ALLAH.

To my Mom" Ahlem" and my Dad "Mohammed" sources of tenderness, will and patience, my eyes through which I have seen and I see the world. I dedicate this work to you hoping that you find here my eternal gratitude and my deep gratitude, my great respect and love.

Thank you for always being by my side for supporting me, loving me, protecting me and for all you have done for me. Words are running out but my gratitude will never be limited.

To my dear sisters (Sara – Nesrine – Asma)

To my dear brothers (Haroune- Moussa- Anes)

To my colleagues of the promotion Linguistics 2021/2022.

Finally, I dedicate this work for my dearest best friends: Djouhaina, Amani , Kamilia, Chourouk and Romaissa. Thank you very much

Soumia GUENDOUZ

Acknowledgements

Abstract

ESP has been noticed as a dominant sub-branch in teaching English as a foreign language. The lacks and problems of learners of English for Academic & Occupational purposes at the department of Letters and English Language, University of Kasdi Merbah Ouargla, are considered as a barrier of learning progress. This study, therefore, attempts to investigate whether the courses designed in the department are suitable for their needs, and aims to identify those needs for solving course design problems to achieve their target situation. The research is based on needs analysis of the targeted learners, a descriptive method has been chosen and a quantitative data collection based on students' questionnaire, as well as qualitative one which is based on teachers' interview. The result shows that needs analysis process is an important step that should not be ignored by course designers. At last; recommendations, suggestions and planned syllabus were proposed to help ESP trainers in designing courses that meets EAOP learners' needs.

Key words: ESP, EAOP, Needs Analysis, Course design.

List of Abbreviations

CLT: Communicative Language Teaching

EAP: English for Academic Purposes

EMFP: English for Management & Finance Purposes

EMP: English for Medical Purposes

EOAP: English for Academic & Occupational Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

EST: English for Science & Technology

GE: General English

NA: Needs Analysis

List of Tables

List of Figures

Table of Contents

General Introduction

Chapter One: ESP Concepts

Chapter Two: ESP Course design for EAOP learner

Chapter Three: Data analysis & recommendations

General Introduction

1. Background of the study

Since the early 1960's, teaching English as a foreign language (EFL) has noticed a dominant sub-branch known as Teaching English for Specific purposes (ESP). This later is defined by many scholars and authors. However, the best description of ESP was that is to teach English for any purpose that could be specified, as well as for the academic and occupational purposes. ESP is the most methodology that language teachers use commonly in order to achieve the specific needs of learners and meet social requirements. Therefore, the need for needs analysis has been raised to clarify and identity what a course should be based and focusing on. A language syllabus is selective in nature. Thus, defining and determining the ESP course design is by using the identification of language and skills as well as collecting data to prepare effective, efficient and relevant tasks and to create the most appropriate context for ESP learners to achieve the target situation.

2. Statement of the problem

According to our observation in the field of teaching, we have noticed that the most of ESP teachers ignore the step of needs analysis in designing their courses and pay little attention to the general English while teaching ESP, especially for learners of English for academic and occupational purposes. In fact, the real problem we consider in this study is the ignorance of those learners in the department of English and not specializing any courses for them according to their needs.

3. Research objectives

The present study aims at exploring the needs of English language learners for academic and occupational purposes in order to design an EAOP course that responds to those needs. These objectives have been identified of paramount importance in helping to achieve the aforementioned aim:

1- Identifying the needs of EAOP learners.
2- Designing a framework of an EAOP course according to their need.
3- Describing the importance of designing a course or trainers and trainees to achieve the target situation.

4. Research Questions

In order to carry out this particular type of study, a number of questions are worth asking:

1. What are Academic English novice learner's needs to EAOP course design?

2. Do the present courses offered to EAOP students fulfill their target Needs?

5. Research hypothesis

To answer the aforementioned questions the following hypothesis are formulated:

1. It is hypothesized that EAOP students need productive skills rather than receptive ones.
2. It is hypothesized that EAOP learner's needs are not taken into consideration since they are studying within groups of students of other objectives.

Specific student's needs are highly to be retrieved from questionnaires.

6. Research methodology

The present work is conducted at the department of letters and English language. The method that has been chosen is the descriptive one. The process of collecting data is quantitative based on structured questionnaires and qualitative based on semi-structured interview for ESP teachers.

7. Structure of the dissertation

The present research is basically divided into three main chapters. It starts with a general introduction that deals with the background of the study and the aim of the study. It includes also the hypothesis and the statement of the problem, methodology and research questions. The general introduction ends up with the structure of the study and definition of key terms.

The first and the second chapters are concerned with the theoretical part containing concepts of ESP and the course design.

The third one is devoted to the assessments of needs analysis for EAOP learners. Later, resumed analysis, interpretations, suggestions and recommendations are highlighted.

Finally, a general conclusion is drawn.

8. Significance of study

The research studies the situation of EAOP learners in the department of Letters and English language at Kasdi Merbah-Ouargla. This study is important to solve the course design problems in achieving the target situation depending on needs analyses' results and interpretation. However, it helps stakeholders to examine the progress, effectiveness and appropriateness after the findings of needs analyses process.

9. Definition of key terms

9.1 English for Specific Purposes

'Is generally used to refer to teaching of English for clearly utilitarian purpose'. Mackey and Mountford (1978)

9.2 Needs analysis

"As a procedure for establishing the specific needs of language learners". Ellis (2003)

9.3 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)

9.4 English for General Purposes

'English for General Purposes (EGP) is called -TENOR- the teaching of English for no obvious reason'. Abbot (1981)

'The title applies to those English language learning contexts where learners have no easily recognizable reason to learn the language.EGP generally refers to the English language education at school levels where the students are made familiar with the structural/grammatical

elements of English language to pass the exams'. Hutchinson & Waters (1987)

9.5 English for Academic Purposes

Refers to the language and related practices that people need to study or work in English secondary education. Therefore, the goal of the EAP course is to support these people in learning some languages and cultures-mainly systems and disciplines-through the practice involved in learning or working in English.

9.6 English for Occupational Purposes

It considers the importance of understanding the language of the workplace and interacting with colleagues, partners and consumers. Vocational English courses are designed to provide guidance on the needs and deficiencies of learners in terms of career goals.

9.7 Novice learner

A novice student has no prior understanding of a subject. They don't have any prior understanding of the subject and haven't been exposed to similar topics that might be relevant to the subject they're studying.

CHAPTER ONE

ESP Concept and Types

Introduction

This chapter aims at providing an overview of English for Specific Purposes gives its definition and spots the light on its history tackling both its origins and development. In addition; it maintains the difference between ESP and EGP and explains English for Academic Purposes within types of ESP and the best approach to teach EAP. At the end; it highlights the aims and objectives of EAP learners, the role of the teachers and features that affect the learning and teaching process.

1.1 An Overview of English for Specific Purposes (ESP)

Teaching English as a foreign language (EFL) has seen a dominating sub-branch since the early 1960s, which is Teaching English for Specific Purposes (ESP).This later is defined by many scholars and authors. Some described it 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. Anthony (1997).

1.2 Definitions of English for Specific Purposes (ESP)

"ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning". Hutchinson & Waters (1987)

Considering this view, Nunan (2004) claims that the beginning urge of ESP had been a consequence of the notion of developing learning programs to reflect the different communicative needs of disparate groups of learners, which was led from the basic insight that language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized.

However, the best description of English for Specific Purposes was that is to teach English for any purpose that could be specified, as well as for the academic and professional purposes. ESP is the most methodology that language teachers use commonly in order to achieve the specific needs of learners and meet social requirements.

1.3 A Brief History of English for Specific Purposes (ESP)

The history of ESP dates back to the 1960s. For Strevens (1977), it goes back to at least half a century. Since then, it has grown as an identifiable entity of English for Learning and Teaching research. As a matter of fact, though it is gradually moving towards being a separate activity that develops its own methodology, ESP seems to reflect a certain degree of flexibility enabling it to take findings from other disciplines.

1.3.1 Origins of English for Specific Purposes (ESP)

According to Hutchinson and Waters (1987); the early origins of ESP was traced to the end of the Second World War. In the new commerce-driven world, many saw the need of learning English, which was considered as a lingua franca.

"Notably, there are three reasons common to the emergence of all ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner" (Hutchinson & Waters, 1987).

In this vein, Hutchinson & Waters (1987) demanded that an international language for communication was an urgent need particularly in commerce and technology. Thus, most types of ESP that first dominated then were English for science and technology (EST).

At the same time, a revolution in linguistics was recognized consequently. Widdowson (1978) argued that influential new ideas began to emerge in the study of language, and traditionally, the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication. Tailoring ESP courses has started by outlining the linguistic features and communication needs in the learners' target situation. Hence, Communicative Language Teaching has privileged ESP teaching tradition focusing on linguistic forms of specific purposes and contexts.

As mentioned before, the focus on the learner is the last factor of ESP emergence. It was agreed that the focal perception of the learner as the core of the teaching/learning process is the most direct roots to the rise of ESP. Rodgers (1969) emphasizes the learners' attitudes as the main thriller of their learning journey. The learners are considered to be an

active part of learning and teaching process rather than passive recipients. Therefore, they were seen to have different needs and interest that should be analyzed to give more attention to the ways in which they acquire language and the differences in the ways language is acquired rather than simply focus on the method of language delivery.

1.3.2 Development of English for Specific Purposes (ESP)

Hutchinson and Waters (1987) think that the development of English for Specific Purposes is due to the contribution of many trends. Strevens (1977), again, has firstly noted that ESP has benefited from the evolution of educational philosophy as far as course design is concerned where everything is centered on t learner, the movement referred to be the global trend towards learner-centered education. According to Dudley-Evans and St John (1998), evolution of ESP through time has mainly touched upon EAP.

The first boost of English for Specific Purposes was in the 1960's and 1970's. It came from the register analysis of the scientific and technical writing. It showed an extreme concentration on form and offered little explanation about why and how the sentences were formed and combined as they were, while this detailed study of language in specific registers demonstrated a very positive, early interest in functional lexis. Because, logically, the movement gave special importance to semi- or sub-technical vocabulary.

Rhetorical and discourse analysis (in 1970's & 1980's) attempted to answer the questions mentioned in the beginning of the last paragraph. And in doing so, as Dudly-Evans (2001) commented, "introduced the idea of relating language form to language use, making use the main criteria for the selection of ESP teaching materials."

Skills-based courses, at the end of 1970's, was basically intending to focus on learner's specific foreign language needs, to do so, there was the urge to curry out needs analysis process. The movement believed that teaching how language works was not enough. Maleki (2008) suggested that learners should transfer their study of language to their real life tasks, so they consequently needs analysis would be as same importance to their purpose of learning the target language.

Moreover, the concept of learner-centered approach which was outlined by Hutchinson and Waters focuses on the process of learning, emphasizes the exploitation of the skills that are

already possessed by the learner (acquired to work or through academic study) and consider the different styles of students.

Finally, the specialization of instructors was an issue to take into account as well.

According to John (2013), subject-specialist informants were more commonly involved as a part of ESP research after a study carried out by Tarone et al (1981). The study did not only maintain the rhetorical-grammar relationship but also introduced the concept of using the area as a content expert consultant.

1.4 The Difference between English for Specific Purposes (ESP) and English for General Purposes (EGP)

According to Hutchinson and Waters (1987), there is no distinction between the two in theory; nevertheless, there is a significant difference in practice. ESP, like any other language teaching activity, is founded on facts about the nature of language, learning, and teaching; yet, it is sometimes contrasted with General English.

The ESP teaching approach is known to be learner-centered, with learners' needs and goals taking priority, whereas the General English approach is language-centered, with a focus on learning language from a broad perspective, covering all language skills and cultural aspects of the English speaking community.

Another distinction between General English courses and ESP is that the latter's students are mostly adults who are conscious of their language demands (Hutchinson & Waters 1987). Whereas General English classes are taught to students as a required module in schools, its sole objective is to help them succeed in examinations.

According to Basturkmen (2006), General English language training tends to move from a specified point to an indeterminate one, whereas ESP seeks to accelerate learners and steer them to a recognized destination in order to achieve specific goals.

1.5 English for Specific Purposes Types

Nowadays, the goals of learning English vary depending on the context in which it is used. As a result, ESP serves "ever-diversifying and expanding spectrum of objectives"

(Belcher, 2006). Hutchinson and Waters (1987) outline three sorts of ESP in the form of "the tree of ELT" in this regard English for Science and Technology (EST), English for Business and Economics (EBE), English for Social Studies (ESS). These three forms are classified as "two major types of ESP differentiated by whether the learner requires English for academic study (EAP English for Academic Purposes) or for work/training (EOP English for Occupational Purposes or EVP English for Vocational Purposes)" (Hutchinson and Waters, 1994).

This classification is summarized as follows

Figure1.1

ESP classifications by experience (Robinson, 1991)
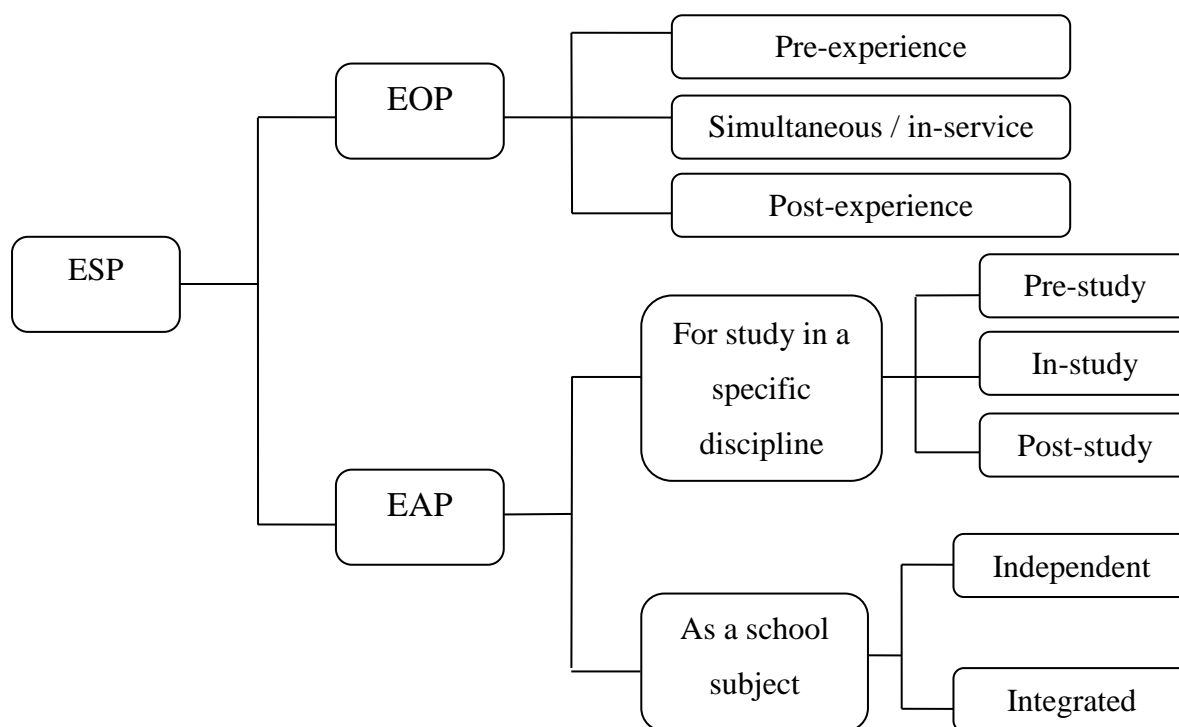
According to the above diagram, the ESP classification is determined by when the courses are held. As a result, ESP is divided into two disciplines: EAP and EOP. English for Academic Purposes courses can be offered as a discipline or as a school subject, where it can be taught as an independent subject taught as a language study apart from the other subjects or as an integrated subject taught in relation to another subject. English for Occupational Purposes entails three stages of language acquisition, namely, English is taught before the job (pre-experience), concurrently with the job (simultaneous), or after the training (post-experience).

Indeed, the pre-experience and pre-study courses exclude any job orientation of ESP (Dudley-Evans and ST John, 1998), despite the fact that the latter aims to "prepare students to enter target discourse communities (academic, professional, and workplace) with distinct and evolving communicative practices." Basturkmen (2006).

Accordingly, another classification of ESP is put forward by Basturkmen (2010) who categorizes ESP under three divisions depending on the general and specific nature of the course as ESP teaching can take place in different contexts. These sub-branches are: English for Academic Purposes (EAP), English for Occupational Purposes (EOP) and English for Professional Purposes (EPP).The third branch is **"**more narrowly focused EOP, since it is concerned with specific professions, pilots, nurses etc**."** (Privorova, 2016).The following table exemplifies the areas of ESP teaching.

Table1.1

Areas of ESP Teaching (Basturkmen, 2010)

Branch	Sub-Branch	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

1.5.1 English for academic purposes (EAP)

English for Academic Purposes (EAP) is a subcategory of ESP that first appears in the 1970s. EAP is "usually offered within educational institutions to students who require English in their studies" (Kennedy and Bolitho, 1984). That is, the EAP course is designed for students studying academic performance language in order to enter professions such as medical, business, law, and so on. As a result, EAP is divided into two major categories: English for General Academic Purposes (EGAP), which aims to prepare learners for their current studies, and English for Specific Academic Purposes (ESAP), which prepares learners for their future work (Day and Krzanowski, 2011). Furthermore, EAP training emphasizes the teaching of common core skills to students, typically in a higher education setting, such as writing reports, reading academic materials, listening to and producing discourse, and so on. Thus, the goal of EAP instruction is to train students to use the language appropriately for the sake of study, i.e., to promote certain linguistic aspects of a given area of education. Furthermore, it seeks to satisfy the communicative goals and practices of academic environments (Hyland and Shaw, 2016).

Figure 1.3

EAP classification by professional area (Adapted from Dudley-Evens and St John, 1998)
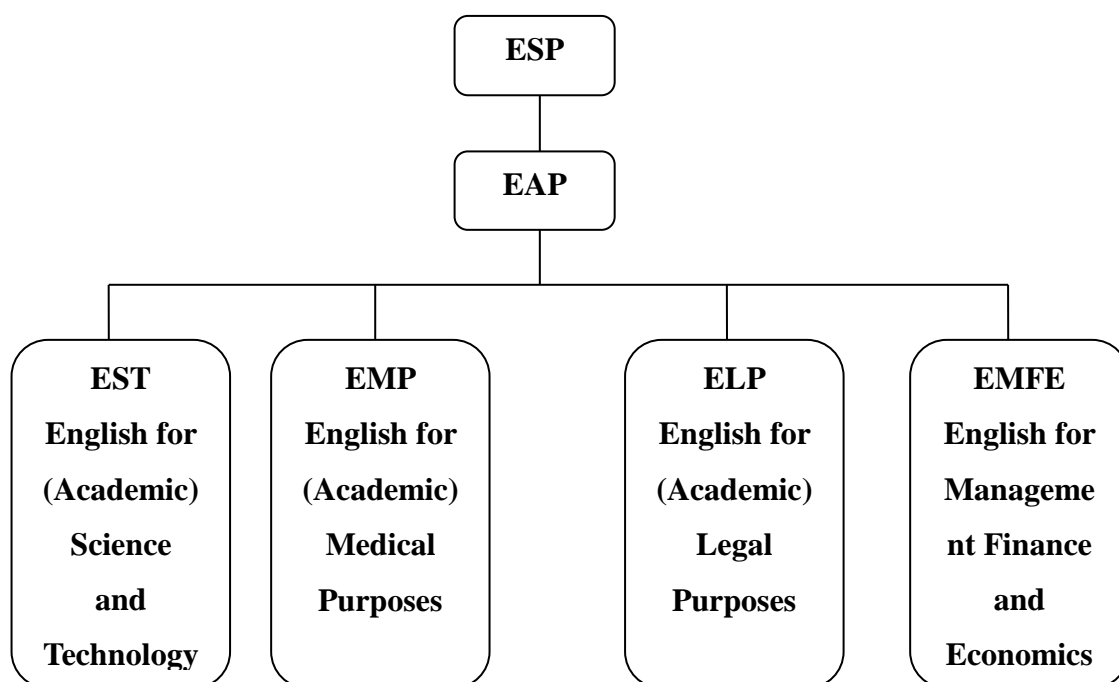
It is well demonstrated that EAP encompasses three branches

English for Academic Science and Technology: is a subfield of ESP which refers to the type of English that "…scientists and technologists need to learn for a number of purposes connected with their specialties" (Kennedy & Bolitho 1984).

English for Medical Purposes: It refers to the type of English that medical students must acquire in order "to obtain ideas and information about medicine by listening to talks and lectures, viewing multimedia resources, and reading a variety of medical materials" (Allouche, 2012).

English for Legal Purposes: which is defined as "the language used by drafters, legislators, lawyers, judges, litigants, law enforces, and other law users in the common law jurisdictions" (Yongping, 2004).

Management Finance and Economy: refers to an English course that attempts to improve learners' English fundamental abilities in the domains of management, finance, and economics.

1.6 An approach to teach English for Academic and Occupational Purposes (EAOP)

An approach is a collection of related assumptions about the nature of language teaching and learning. An approach is self-evident. It describes the nature of the material to be taught. There are numerous approaches to designing English for Specific Purposes course. The data retrieved from needs analysis process is interpreted in terms of ESP course parts and learners' profiles, the course designer would decide about the approach to use according to that.

According to Ash Shammari & Al Sibai (2005) as a reaction to the overemphasis on structural research, a learning-centered approach emerged. The functional notional approach is most likely to be appropriate to programs based on the needs of the learners.

ESP instruction must be both student-centered and teacher-guided. Learners and teachers are the primary determinants of success or failure in the educational process. Teachers are not the only source of material, but they play an important role in facilitating learners' learning. Evaluation is a final part in course design. In order the information gathered maximum so the method of collecting data for evaluation must also be integrated.

Because of the emphasis on needs and needs analysis, it may appear that English for Academic Purposes is particularly teacher-centered; however this is not the case. It is critical to remember that we are not only teaching language but also human beings. As a result, an EAP instructor or course designer must be aware of various learning styles and methodologies. Choosing a teaching strategy necessitates knowledge of educational policies and practices, as well as how individuals learn.

The most crucial approach, regardless of whether it is a language, learning, or skill-centered approach, is to make the ESP course as dynamic and flexible as possible. As a result, a complete awareness of the students' needs and the expectations of the target environment will aid in the development of the necessary materials and methods to operate effectively in a certain domain.

1.7 Aims and objectives of English for Academic and Occupational Purposes learners

Learners of English for Academic purposes generally need to learn the language and associated practices in order to undertake study or work in English medium higher education. Thus, learners' objectives of an EAOP course are to improve their abilities in academic reading, writing, listening, speaking and study skills. Also, to be provided with the opportunity to develop and practice and develop the language skills and to get help learning some of the linguistic, cultural, institutional and disciplinary practices involved in studying or working through the medium of English. EAOP learners are usually current workers or higher education students or members of staff or they are hoping to go on to higher grades after their course of English for academic and occupational purposes. They need to learn English in order to succeed in their academic careers. Moreover, success in teaching academic writing to learners of English as a second language is generally understood to be a measure of the extent to which students have achieved course objectives and learned what was taught.

1.8 The roles of English for Specific Purposes teacher for English for Academic Purposes learners

ESP teachers have to take multidimensional and unpredicted responsibilities because of the on-going changing patterns of learners' needs. They should draw certain goals and objectives, select and develop effective materials, plan appropriate courses, and evaluate the learners' patterns of development. "The dividing line in ESP between researchers and teachers,

or curriculum designers, materials developers, and teachers are frequently blurred. Since even the earliest days of ESP- practitioners have viewed assessment of specific needs as requiring research skills and creative approach on novel situations". (Belcher 2006)

For academic English learners, the teacher is not expected to be the primary knower of the carrier content of the material. The students have a better background about the content than the teacher. The role of the teacher, so, is to provide them with the curriculum needed to successfully use academic language in their work place, and in the other hand, the students' role is to help teachers by being an active part within their specialty-related topics communication inside the class.

There is, however, a need to focus more on subjective understandings and to try to understand how students assess their own success, not least because students' understandings may be at odds with those of their teachers.

Dudley Evans and St. John (1998) and many others prefer to use 'label practitioners' rather than teachers to emphasize that EAP (ESP in general) works involve much more than teaching. The scholars identify five key roles for the ESP practitioner: teacher, course designer and materials provider, collaborator, researcher and evaluator.

'The learning outcomes of teaching cannot be assumed or taken for granted. (...) Being learner centered focuses squarely on learning what the student is learning, how the student is leaning, the conditions under which the student is learning, whether the student is retaining and applying the learning (...). This learner-centered orientation accepts, cultivates and builds on the ultimate responsibility students have for learning. Teachers cannot do it for students. They may set the stage, so to speak, and help out during rehearsals, but then it is up to students to perform'. (Weimer, 2002)

In other words, teachers do not hold all responsibility of learning process alone. Learners have to bring their own personal substantial contribution to the acquisition of language as well as pointing their target at focusing on academic features. They have to be willing to involve themselves in various ways by allowing some time for personal study, by achieving the tasks required during the course, by being ready to overcome some inner obstacles that generally hinder them such as: "I can understand the lines of the conversation but I cannot reproduce them"; "I am no longer young so I don't think I'll be able to learn

English", "I have tried to study English before, by myself and I think it's a really difficult language", "I don't have the courage to speak...I'm sure I'll make a lot of mistakes", etc. It is their responsibility, as adults, to brink constant encouragement to overcome such misconceptions

Figure1. 4

The roles of ESP practitioner (Dudley Evans and St. John, 1998)
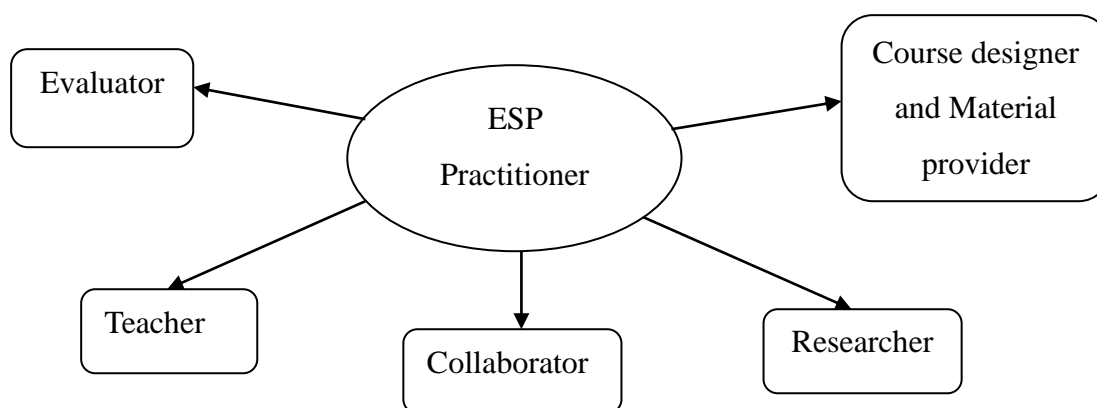
1.9 Factors that affect English for Academic and Occupational Purposes learning and teaching

The course design of English for specific purposes defers from that of general English. ESP teachers should consider some relevant factors that affect course design flow. According to Kennedy and Bolitho (1984), these four main factors are the role of English language within the community and the institution, resources and administrative constraints, the learner and the linguistic aspects. However, EAP as a type of ESP defers in terms of course design but does not in terms of the affect of these factors.

1.9.1 English language role in the community

The English language role within a community is specified whether to be wider or restricted according to the way the language is regarded in that community. It may be regarded as either foreign or a second language or just a mean of communication for professional and academic purposes, this is from one side. From the other, within a particular institution,

English may be the language of the whole institution, that is to say, teaching all the modules in English or just an additional subject in the curriculum. In our context, the Algerian community regards English as a foreign language that is dealt with as an additional subject in the institutions. However, dealing with the language is being different since it is becoming a choice for students and researchers to present their works using English in Algeria.

1.9.2 Resources and administrative constraints

One of the most factors that can influence the flow of ESP course design is the resources and the administrative constrains. For example, the availability of materials (textbooks, media, laboratory), class size, the timing and number of sessions and the experience of ESP teacher (general teacher or specialists). In other words, teachers when designing their courses consider the availability of many materials, and the absence of those materials will not be a reason to abandon the course but to affect the teaching process negatively as well as learning process. Also, they may face a huge number of learners, the thing that will make the efforts of the teacher very limited, or a timing that will not be suitable for learner's energy like the last session after a long day of studying or having fewer sessions that will not be sufficient to complete the schedule of syllabus. Finally, if the teacher was not a specialist or did not have a background in the field specialty, achieving the target situation of learners would be so hard as well as designing the course in the first place.

1.9.3 The learner

Learners do not share the same characteristics such as their age, level, motivation …etc. So that the way of teaching will not be directed to one type of learners but will be equally directed to all types. This later is considered as a real challenge to the teacher and an absolute source of affection to the course design progress.

1.9.4 Linguistic Aspects

The target situation of language in ESP courses is always determined by the needs analysis process of a particular group of learners. According to Kennedy and Bolitho (1984) each subject has its special vocabulary that distinguishes it from other specialties. But the grammatical features of scientific texts are somehow the same such as using the passive voice and complex nominal clauses. The writers assume that what is important is not to teach the

grammatical and lexical features but the functions they play, for example, classifying, defining [...] etc. They add that the types of language used (spoken or written) is also determined by the learners' needs.

Conclusion

An overview and definition of English for Specific Purposes were tackled in this chapter. It has discussed brief history of ESP (development and origins). Then, it has given a description of English for Academic Purposes as a type of ESP and examined some key approaches of ESP and mainly, the best one to teach English for Academic Purposes. Also, the aims and objectives of EAP learners were mentioned as well as the role of English for Specific Purposes teacher for this case. Finally, it classified the main features that affect the learning and teaching of EAP.

CHAPTER TWO

ESP Course Design for EAOP Learners

Introduction

People do not utilize English in their daily lives in places where English is a foreign language. It is commonly used in specific situations such as workplaces or academic quarters. This is one of the reasons for the growth of ESP instruction. The goal of ESP is to meet the demands of the learners. In these cases, unless a specific course is established for this purpose, this cannot be accomplished. Designing a course is a difficult task since it involves adult learners who want to use English as a non-native language for personal reasons. This chapter illuminates various concepts that may aid course designers in their work. This includes course design and syllabus definition, course design steps, aims and objectives to ESP course design, course design materials, sources and issues.

2.1 English for Specific Purposes (ESP) course design

Course design in the context of English for Specific Purposes is a process of gathering data in order to plan successful tasks and activities, as well as to provide the most appropriate atmosphere for ESP learners to achieve their goals.

Richards (2001) believes that ESP learners' needs and expectations should be given more consideration. In other words, course design is not based on the teacher. Rather, it is a continuous process centered on gathering as much information as possible on teaching and learning experiences (Hutchinson & Waters, 1987).

It is a cyclical process, a progressive and dynamic operation that attempts to provide learners with the knowledge they need to use language in their specific job. It is difficult for an ESP developer to carry out this method since it is a learner-centered approach, and it is not always easy to recognize the needs and expectations of the learners (Haddam 2015).

According to Hutchinson and Waters (1987), three key aspects should be considered while designing an ESP course: language description, learning theories, and requirements analysis. They underline, however, that while looking for the three components independently is vital for clarity, it is their interaction in the course design process that is most important.

The relationship between the three headings is depicted in the diagram below

Figure2.1

Factors effecting ESP course design (Hutchinson & Waters, 1987).
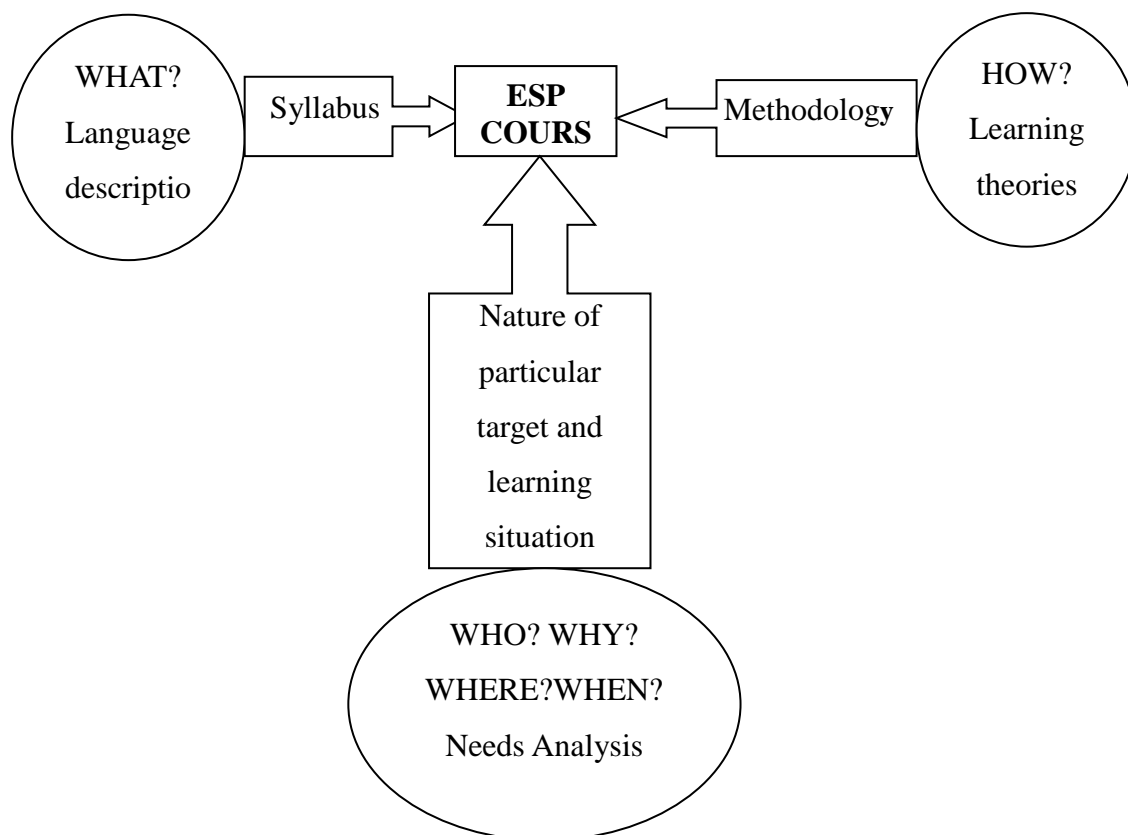
Language description refers to methods for analyzing and describing languages, whereas learning theory provides the theoretical foundation for technique by assisting us in comprehending how people learn. The first (language description) is classified as "structural," "functional," and "notional," while the second (learning theories) is classified as "behaviorist," "cognitive," and "affective." The ESP teacher must understand that the various approaches represent diverse perspectives on the same issue. A structural level, a functional level, and a discourse level exist in all communication. They are complementary rather than mutually exclusive, and each has a place in the ESP course. Learning is likely to have cognitive, affective, and behaviorist aspects, and each might be useful to an ESP practitioner.

For example, while teaching pronunciation, a behaviorist method could be used. After considering these two key theoretical underpinnings of course design, teachers should now turn their attention to the practical part that is generally characterized as the distinctive features of ESP-needs analysis: what are the learners' needs, lacks, and wants.

2.2 Defining a Syllabus

The syllabus is critical to the entire teaching/learning process of the English language in general, and of ESP in particular. ESP practitioners must create their own courses/syllabi using specified steps while keeping the learners' needs and aims in mind.

Before reviewing what the term ''syllabus'' means, it is more appropriate to differentiate and clarify the confusion in the literature between ''curriculum'' and ''syllabus''. Allen (1984) proposes that the distinction between the two terms ''clear distinction, …, the curriculum being concerned with planning, implementation, evaluation, management, and administration of education programs, and the syllabus focusing more narrowly on the selection and grading of content''.

On the one hand, curriculum is a broader term that encompasses the complete teaching/learning process, including materials, equipment, exams, and teacher training. It is also concerned with objectives, methods, and content. On the other hand, a syllabus can be thought of as a specification of what will be taught in a language program and the order in which it will be taught. Allen was thinking along the same lines that the syllabus is ''that subpart of curriculum which is concerned with the specification of what units will be taught'' (Allen, 1984).

Widdowson (1984) takes an enormous and unspecific view of syllabus and defines it as ''a framework within which activities can be carried out: a teaching device to facilitate learning''. It suggests that the syllabus is viewed as an instrument that helps to simplify the learning process by which the instructor or syllabus designer organizes classroom activities based on the needs and objectives of the learners after studying them.

2.2.1. English for Academic Occupational Purposes (EAOP) Syllabus Design

Creating an acceptable curriculum that best matches a certain set of learners is a challenging task, especially for an EAOP program. There is no definitive design of ESP syllabus that could be followed globally due to the unique needs of learners from various sectors. As a result, in most circumstances, it is the teacher's job to create his or her own syllabus that meets the needs of his or her students. As a result, there are approaches to syllabus design that primarily underpin language learning theories, as well as a set of criteria that the syllabus designer must follow when making judgments about content selection and

grading.

2.2.2. Approaches to Syllabus Design

The approaches to syllabus design are broadly classified as structural-grammatical, notional-functional, and communicative.

The structural approach is based on language theory, which holds that the grammatical characteristics of language forms are the most fundamental and useful. When employing this method, the language must be split down into elements, and the learner must master one before moving on to the next. This approach to syllabus creation is described as follows ''in planning the syllabus for such teaching, the global language has been broken down into an inventory of grammatical structures and into a limited list of lexical items''. (Wilkin 1976)

The notional-functional method emerged in response to the failure of the structural-grammatical curriculum, which focuses on one part of language, grammar, even thought fact that there are many dimensions to language. This technique is closely related to Communicative Language Teaching (CLT), which assumes that language is utilized to represent functional meaning.According to Nunan (1988) ''function maybe described as the communicative purposes for which we use a language, while notions are the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on) expressed through language''. That is, the notional-functional syllabus includes not just grammar and lexical elements, but also specific themes, thoughts, and concepts with which the learner must communicate.

In response to structural and notional-functional tendencies, the communicative method was established. Because the former concentrated solely on grammatical forms while the latter did not adequately show the communicative character. Apparently, the syllabus is now being written with a specific necessity to use the language in consideration. A need analysis determines these requirements (NA). Munby (1978) widely regarded as the discoverer of the communicative method, investigated learners' behavior with his Communicative Need Processor (CNP). He describes it as follows ''a specific category of second language participant has specific communicative objectives which are achieved by controlling Particular communicative behaviors''. It was such a good technique for determining the needs of learners that it was used in a number of subsequent ESP studies.

2.3 Steps in English for Specific Purposes (ESP) Course Design

When developing an ESP course, practitioners follow a set of systematic stages. First and foremost, a research of the learners' needs is essential. Then they determine the goals and objectives of their course. They are also in charge of selecting teaching theories and resources. They then develop content, a curriculum, and assessment (Dudley-Evans and Johns, 1998).

2.3.1 Needs Analysis

Busturkmen (2010) stated that Needs analysis is the process of gathering information about a person's needs, and it's usually done through questionnaires or interviews. Moreover the course designer gathers information about the learners' level, background knowledge, and the competencies they want to acquire, among other things, through a process known as needs analysis. This is the first step in creating an ESP course (Hutchinson and Waters 1987).

According to Horn (2006 *et al.*) it is the process of developing educational goals and objectives is known as needs analysis. It is such an important aspect of course designs that it must be designed in concert with other domain specialists.

2.3.2 Determining Goals and Objectives

Course design, as previously said, is a process comprised of a succession of interconnected stages. The learners' objectives are used to create the course design. When it comes to creating objectives, the course designer must consider what the learners require English for and what the learners want the course to give. In other words, a course objective is a phase in the process of identifying the course's goals. The objectives are set in accordance with the demands of the students, and they are built on the students' previous abilities (Ellis & Johnson, 1994).

2.3.3 Content Conceptualization

The following phase is to conceive the content, which comprises selecting and analyzing the necessary content in connection to the needs analysis and objectives. "The challenge with ESP is not choose which syllabus to use, but rather how to integrate many syllabuses in order to keep learners interested and improve the learning process" (Swan, 1990, as quoted in Robinson,1991).

Students should find the knowledge enjoyable, informative, and motivating. If the content is drawn from the learners' areas of competence, this is achievable. The data gathered from the assessment of learners' needs supports the ESP teacher in determining course content (Basturkmen, 2010). Furthermore, the content should be educational, which means that the instructor should create or update it according to the level of the students (Lowe, 2009).

2.3.4 Selection and Development of Materials and Activities

Teachers pick the most relevant materials for efficiently presenting the course during this step. According to Hutchinson and Waters (1987), it is the process of translating the course into understandable instructional materials through the completion of the following tasks: materials evaluation, materials development, and materials adaptation.

2.3.5 Assessment and Evaluation

The English for Specific Purposes instructor is concerned with three sorts of assessment, according to Dudley Evans (1998) first, evaluating students through examinations in order to determine their level, then reviewing materials to see if they are relevant to the course objectives or not. Furthermore, assessing the course to determine its effectiveness.

2.4 Aims and objectives

Hutchinson & Waters (1987) argued that after doing a requirements analysis, the course designer must define the course's aims and objectives. In other words, what is expected from a course and why are students enrolled in it. Goals and objectives should be the result of a needs assessment. In this regard, Brindley (Qtd in Johnson, 1989) asserts that a requirements analysis is a necessary precondition for the design of language acquisition objectives. It is critical to have clear and suitable course goals/objectives upon which the subsequent steps are built (Haddam, 2015).

Goals in ESP are aimed towards improving learners' communicative ability. Syllabus, according to Corder (1973), is tied to the learner or the society. In other words, the learner's aims should be what he desires for the sake of his social behavior.

The study aims at setting insights into ESP course design, its stages, approaches, principles, and some issues. It also stresses the significance of setting objectives in designing EAOP course. Moreover, research is intended for ESP teachers to take into account these

insights when designing an academic course and mainly setting objectives. In addition, it highlights the effectiveness of learners" participation in determining the objectives to improve their motivation to learn. Finally, the study is conducted first to show if the academic English courses offered for EAOP learners meet their potential needs, and second if the courses presented are effective and relevant.

2.5 Selection of materials

By definition, materials are all what the teacher uses to facilitate the learner's learning. Hutchinson & Waters (1987) emphasize, "ESP is not a particular kind of language or methodology" but "an approach to language learning, which is based on learners' needs". For this reason, it is considered a decisive area in ESP to select, adapt or even create materials for the course design. It also represents a particular result of effective course development to provide students with resources that will equip them with the knowledge being necessary and useful in their future career.

Hence, the selection of EAP materials should be depending on learners' needs in relation to their future or present jobs, or real life situations related to their target situation. Because EAP learners are usually mature in a higher stage than other ESP learners, and that will feel comfortable dealing with materials that they find relevant to their specialism, such as preparing business related texts by adapting them from original textbooks, introducing a variety of exercises and checking them amongst themselves to suit linguistic, lexical, communicative, pragmatic and pedagogical aspirations that they need, comprehension passages which were chosen because they were subject-specific, exercises such as gap-filling with words, phrases, or derivatives, giving meaning's, paraphrasing, completing missing parts, giving the gist or scanning for detail along with productive questions plus some other linguistic exercises are suggested over the units of each course. To make things easier for students, a glossary is also suggested to be supplied. Such texts with these kinds of exercises, in researchers' view, would form a transitional stage to authentic materials. They would also help develop all skills. Thus, deciding whether the materials used should be exclusively or primarily subject-specific and whether the educators should preserve appropriate ratio of general materials to subject-specific materials is one of the most important issues regarding selection of materials for the EAP course. Indeed, general language abilities to communicate effectively in any real-life situation are developed by general materials; whereas subject-specific materials focus on a particular job or industry. Therefore, practitioners, again, should

rely on needs analysis' findings to decide what to use inside the classroom.

'The key defining feature of ESP is that it's teaching and materials are founded on the results of needs analysis. The first question when starting preparation for teaching an ESP course is almost always: What do students need to do with English? Which of the skills do they need to master and how well? Which genres do they need to master, either for comprehension or production purposes? (...) However, in ESP, one can be more precise about learners' needs; their needs are defined by learning or occupational situation in which English plays a key role (...) in contrast, for students not immediately using English, or about to use it, needs are much more general'(Carter & Nunan, 2001)

2.6 Sources of English for Academic Occupational Purposes (EAOP) course design

Tyler (2009) suggested when developing course designs, objectives data should be gathered from three major sources, namely; the learner, subject matter, and society. The learner is an important source. The course design is influenced by this source because it stresses learner-centered approach for the course. The students are considered as active individuals who participate in the learning process rather than passive objects. The opposite of the student as a source would be knowledge as the source. This is subject centered view in which a teacher needs to decide what knowledge is most valuable. Subject matter as the prior experience in shaping courses has a dominant role in sources of teaching. Otherwise, it would be a serious problem for practitioners to find reliable sources for their courses, because most of teachers of any field teach the way were taught. However, learners of EAOP have different interests in terms of field-specialty, i.e. different previous knowledge, but the same objectives of learning the language. In the other hand, teachers' previous knowledge is also irrelevant to theirs. So it would not be sufficient to use their experience as students to teach a group of EAOP learners. Finally, society is also considered as a source that believes that curriculum design should include collaboration. Designers should not ignore the diversity of human life as seen in culture, ethnicity and social class. The curriculum should imbibe this and meet the needs of each student.

2.7 Issues of Designing an English for Specific Purposes (ESP) Course for English for Academic and Occupational Purposes (EAOP) Learners

Problems in teaching ESP could be categorized into five broad problems. They are teaching pedagogy, the teachers, the design of the course, students' ability and students' needs. Referring to ESP course design, key issues in curriculum design are suggested to be the abilities required for successful communication in occupational settings, content language acquisition versus general language acquisition, heterogeneous versus homogeneous learner group, which are tactics of the placement of students onto classrooms according to their learning abilities, and materials development.

Similarly, several challenges were reported while designing an EAOP course, which comprised shortage of appropriate ESP training for teachers to teach the language for academic purposes, general English vs. academic English, the required skills in learners career and mixed classes.

2.7.1 The identity of the teacher

There is a debatable discussion on whether the ESP teacher is a language teacher or a specialist in the class field. Strevens (1988) regards the ESP teacher as a teacher of general English but has suddenly been asked to teach students with ESP needs. According to Dudley-Evans & St John (1998), one solution to avoid this problem is to adopt the team-teaching approach .This latter is defined by Grant, A. (2007) as a collaborative approach whereby the English teacher with ESP teaching experience co-operates with the field specialists deciding upon course goals, content, or even teaching together in the class.

2.7.2 The required communicative skills in the learners' future career

Another fact about EAP course design issues is to predict all the abilities and to integrate them into an effective syllabus. Cummins (1979) proposed a dichotomy to deal with these abilities. The professional communication skills which refers to the ability to communicate in academic settings, and every day communication skills which refers to the informal communication between people in daily life.

2.7.3 General English vs. Academic English

The students' low English proficiency is another issue which something expected when considering them as adults aged between40-56, and that are motivated to acquire the academic aspects including linguistic features rather than the language skills as a whole. Because ESP learners should have normally acquired general English. They attend the course to learn specific content of their specialties. In reality, they still need some general academic skills for effective communication. Therefore, the instructor has to make the balance between general language skills and the content to enhance the learner's communicative competence and to keep them motivated (Gatehouse ,2001).

2.7.4 A mixed ability class

It is rare to find homogeneous group of learners in one class. In other words, learners are different in terms of experience in the workplace with language proficiency, cognitive abilities, etc. The solution for the course designer is to establish a minimum level of language proficiency. Moreover, Olshtain and Celce-murcea (2006) apply one of the features of the discourse community proposed by Swan (1990) in the classroom: a discourse community has a threshold level of members with suitable degree or relevant content discourse and expertise (Schiffrin et al, 2001).

2.7.5 Bridging the gap between English for Academic Purposes (EAP) & English for Occupational Purposes (EOP)

As mentioned before, Strevens, (1988) and Hutchinson & Water (1987) claimed that the main two branches of English language teaching are EGP and ESP. Within the later, there are again two principle branches, EAP and EOP. However, within ESP, EAP tends to dominate, certainly in terms of research and research-based application. Thus, it is commonly observed that training in English for Academic Purposes (EAP) cannot successfully guarantee skills in English for Occupational Purposes (EOP) which will generate a real issue for the course designer of an EAOP class. Due to this, he would propose an EOP-oriented course in an academic setting, i.e., designing courses to equip the students with general skills for EOP practices to meet their current/future needs at the workplace. For example, EOP skills mainly include report reading/writing and development of technical vocabulary knowledge.

2.8 Evaluation of English for Academic and Occupational Purposes (EAOP) course

According to Vadney (2006); evaluation is a critical work of gathering data about all elements of the teaching process for the improvement of course effectiveness. It is an extremely important task especially in EAOP teaching since learners' needs are well defined and their motivation to achieve the target situation is dominant. Therefore, Kirkpatrick (1960) modeled five levels of evaluation. These levels are learners' satisfaction on the course which is usually related to the personal efforts of the teacher and their wants, learners' achievement which is depending on their feedback and performance during and after the course, learners' exploitation of their achievement at the work place, business benefits, and the compatibility of the training cost with its business profits. This model shows that the learner is a central element in the evaluation process. Then, he/she is not tested just for language proficiency but for other personal skills like public speaking, excellent writing, and well interacting in seminars and conferences… etc. Thus, one way to evaluate all the skills is to test learners during tasks that simulate the target situation (qtd in Frendo, 2005).

Conclusion

In this chapter, much emphasis was put on the identification of the systematic considerations of the study. It described the course design process, the steps, the aims and objectives. It also explained how materials would be selected for the case of English for Academic and Occupational Purposes learners, finding reliable sources and issues that may be faced in designing the course. This would pave the way to the analysis of the collected data in the next chapter.

CHAPTER THREE

Methodology and Discussion of the findings

Introduction

After reviewing the literature relevant to ESP concepts and course design in the previous chapters, this chapter aims at describing and analyzing and interpreting the findings that are gained from students' questionnaire and teachers' semi-structured interview. Students of English for academic & occupational purposes in the department of English at Kasdi Merbah University-Ouargla have been selected since they determine the objectives of this research. Therefore, this chapter starts with of methodology of research the analysis and interpretation of students' questionnaire that will confirm or reject the hypothesis and finally the results, as well as of the teachers' interview.

3.1. Research Methodology

The most appropriate method to answer questions is the descriptive based on quantitative and qualitative research. It is 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 and why' the characteristics occurred. Rather, it addresses the 'what': (what are the characteristics of the population or situation being studied?). Quantitative research deals with numbers and statistics which systematically allows to   measure variables and test hypotheses, while qualitative research deals with words and meanings which allows exploring concepts and experiences in more details.

In this study, a mixed method research is used for the data collection instruments of enquiry. It is a combination and integration of qualitative method (students' questionnaire) and quantitative method (semi-structured interview). The use of mixed methods research in our study is because results obtained from different methods have the potential to enrich our understanding of students' problems and questions. The overall purpose and central premise of mixed methods studies is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems and complex phenomena than either approach alone (Creswell & Plano Clark, 2007).

3.2 Population

The target population of the study includes all trainees of English for academic and occupational purposes in the department of English at KMUO. We selected individually 28 students who are currently all workers. Also, the second types of participants are teachers of English at the same department.

3.3 Data collection tools

In our study we collect data by means of needs analysis questionnaire to collect data about the needs of EAOP students who study in the department of English. In addition to that, we used a semi-structured interview for the teachers of English to evaluate the teaching process for this type of learners at the department.

3.4 Research results

As previously mentioned, the present study is about collecting information from different tools to reach to significant results. Our research results were gathered from those tools.

3.4.1 Description of needs analysis questionnaire

This questionnaire has been distributed to twenty-eight (28) EAOP learner in the department of English at university of Kasdi Merbah-Ouargla. This questionnaire aimed at collecting data about their needs. The questionnaire is divided into three main sections. The first one is about the background information, the second investigates the English language proficiency, and the third one is concerned with classroom management and skills.

3.4.1.1 Needs analysis questionnaire

As it was already explained, the questionnaire was distributed to 28 students of English language at Kasdi Merbah University. The sample was chosen randomly, it contained both genders of different ages. The questionnaire was a combination of both close and open ended questions; all answers were written in English. The analysis of the retrieved questionnaire provided the following answers.

Section One: Background Information

This section compromises four questions

Question 01: was about learners gender

Table3.1

Students' Gender

Gender	The sample	Percentages
Male	21	75%
Female	07	25%
Total number of informants 28		

Figure3.1

Students' Gender
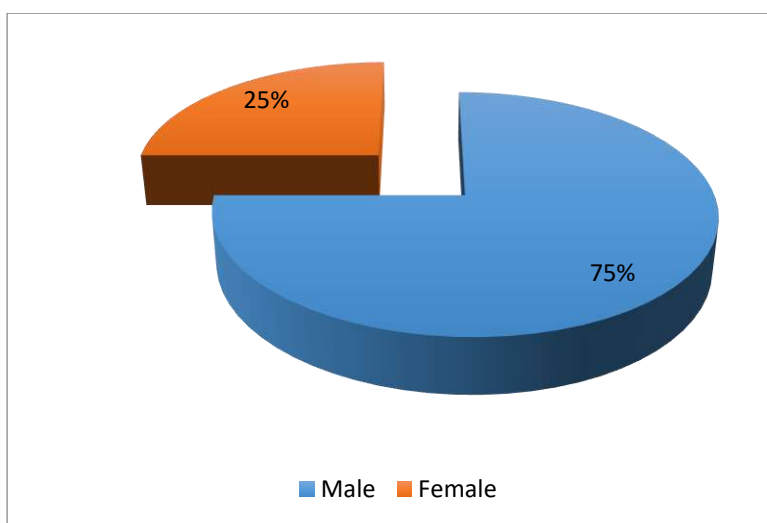
From the results shown above, we can notice that our sample contained (75%) males and (25%) females.

Question 02: was about students' age

Table3.2

Students ' Age

Age	The sample	Percentages
22-29	04	14%
30-39	16	57%
40-46	05	18%
More than 46	03	11%
Total number of informants 28		

Figure3. 1

Students ' Age
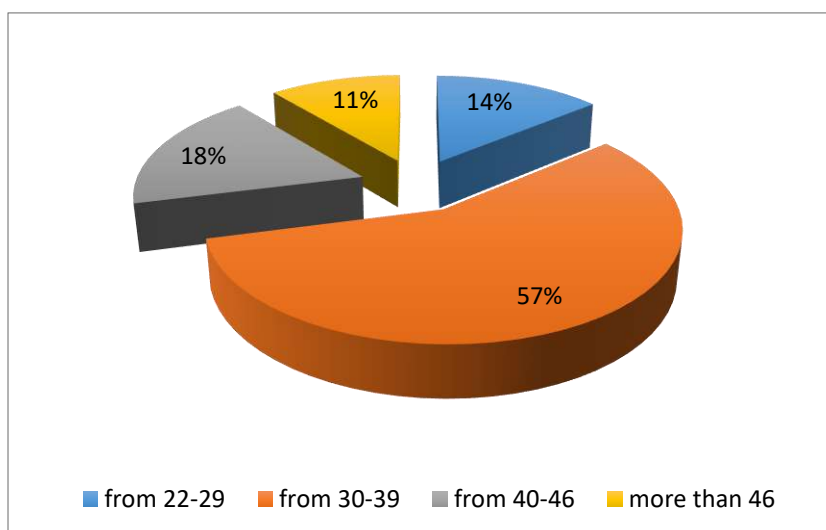
They were given an empty space where they need to write their age.16 students out of 28 were between the age of 30 and 39 which translates to (57%) of the sample.05 students were between the age of 40 and 46 which translates (18 %) of the sample. (14%) of the sample was between the age of 22 and 29 which equals 4 students. However only three students were more than 46 years old which represents (11%) of the sample.

Question 03: What is your last degree in English language?

Table3.3

Students' degree in English

Degree	The sample	Percentages
Professor	02	07%
PHD	11	39%
Master	06	21%
License	03	11%
Bachelor	05	18%

Total number of informants 28

Figure3. 2

Students' degree in English
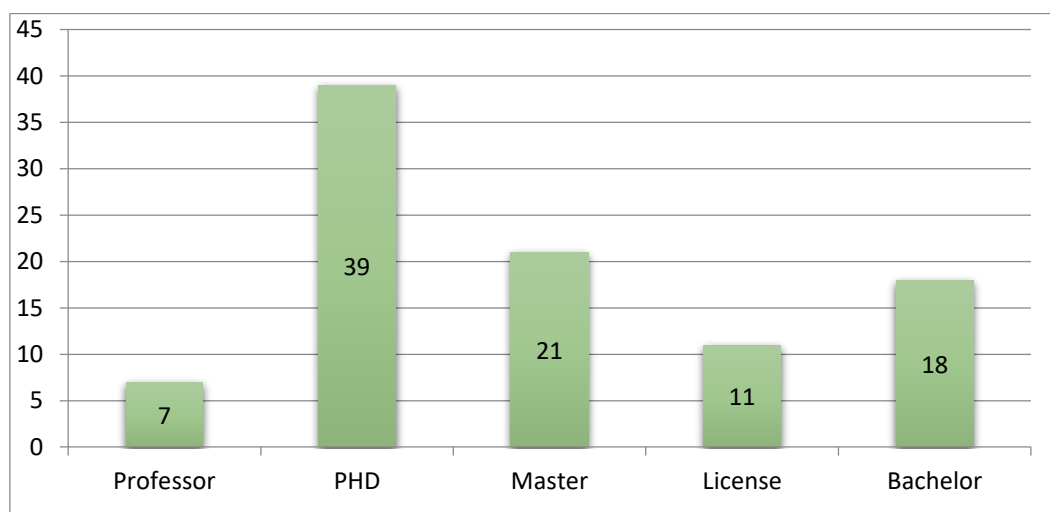
Students were asked about their last degree in English. The responses varied**.** The graphic shows that 11 informants out of 28 are PHD students which represent (39%) of the sample. (21%) of the sample are Master students which equals 6 informants.5 students from 28 are bachelor which represents (18%) of the sample.(11%) of the sample are License students which is equivalent to 3 informants. Nevertheless only 2 informants are professors which represents (7%) of the sample.

Question 04: What is your specialty?

Table3. 4

Students' specialty

Speciality	The sample	Percentages
English for science & technology (EST)	12	43%
English for academic purposes (EAP)	07	25%
English for management, finance & economy(EMFE)	07	25%
English for medical purposes(EMP)	02	07%
Total number of informants 28		

Figure3. 3

Students' speciality
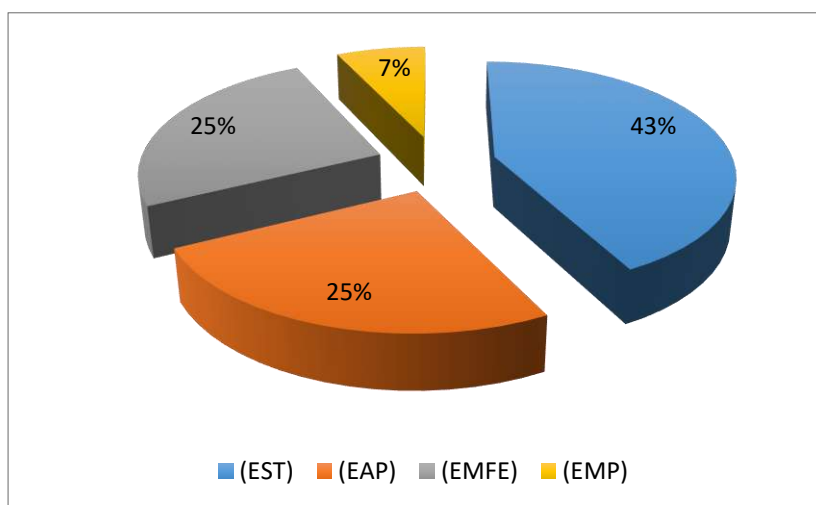
The informants were asked about their specialty. The responses varied. From the results shown on the graphic students are classified in (EAP) sub-branch so (43%) of the sample illustrates (EST) English for science and technology students which represents 12 trainees. (25%) of the sample which represents 7 students are (EAP) Academic English students which are studying in the department of English in Kasdi Merbah University, while 7 informants are learners of (EMFE) English for Management Finance and Economics which equals (25%) of the sample. However only (7 %) of the sample are (EMP) English for Medical purposes trainees which represents 2 students.

Section Two: English language proficiency

This section contains eight questions.

Question 01: For how long have you been studying English?

Table3. 5

Students' duration of studying English

Duration	The sample	Percentages
1 year	04	14%
2 years	05	18%
3years	03	11%
More than three years	16	57%
Total number of informants 28		

Figure3. 4

 Students' duration of studying English
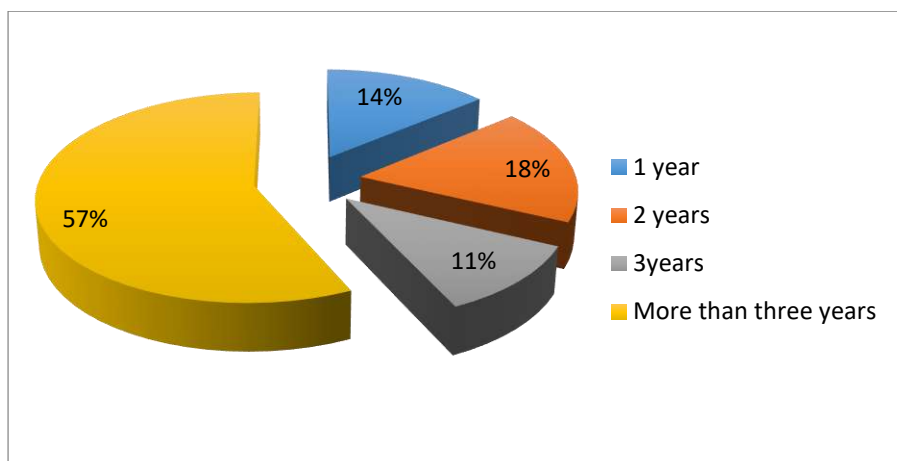
Students were asked about the number of years where they have studied English they
needed to choose between 4 options, 16 students out of 28 (57%) claimed they studied English
for more than 3 years. Although (18%) said they studied English for 2 years which represents
5 informants out of the sample. However 4 learners out of 28 (14%) said that they studied
English only for one year. 3 students which translate (11%) out of the sample stated that they

studied English for 3 years.

Question 02: **What is your English level?**

Table3. 6

Students' level in English

Options	The sample	Percentages
Novice	01	04%
Beginner	07	25%
Intermediate	14	50%
Advanced	06	21%
Total number of informants 28		

Figure3. 5

Students' level in English
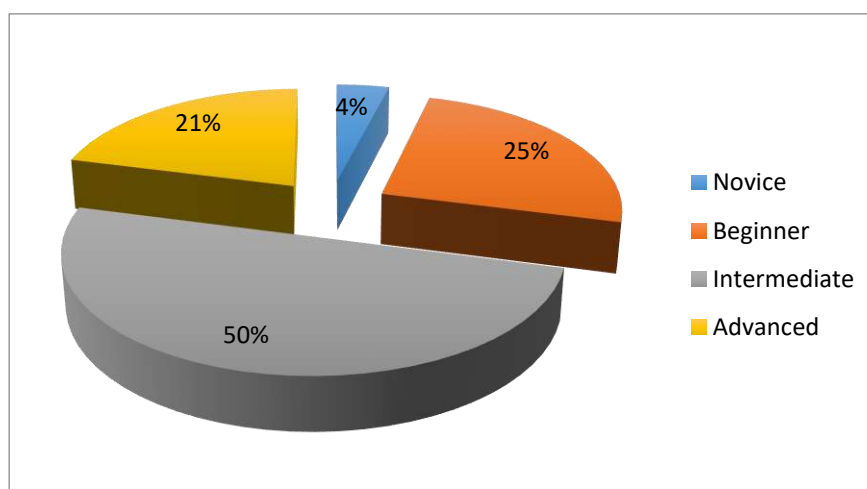
Students were asked about their level in English, they had four choices and they needed to select their appropriate level. According to the graphic, 14 learners from 28 said that their level is intermediate which translates (50%) of the sample .While (25%) of the sample claimed they are Beginner which equals 7 informants. Nevertheless 6 informants out of 28 stated that their level in English is advanced which represents (21%) of the sample. only (4%) of the sample said that their level in English is novice which equals only one informant**.**

Question number three: How have you gotten your background in English?

Table3. 7

Students' English background

Options	The sample	Percentages
International conferences	04	14%
Specific Institutions	12	42%
Online courses	05	18%
Others	10	36%

Total number of informants 28

Figure3. 6

Students' English background
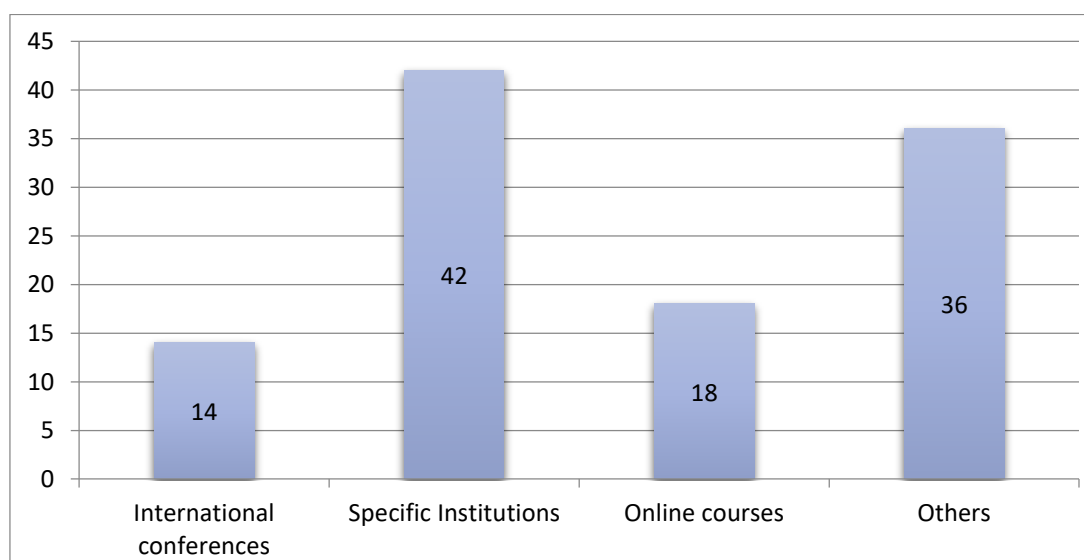
Students were asked about their English language background, they had four choice and they needed to select the appropriate one. (42%) of informants said that they learned through specific institutions. However, (36%) informants mentioned that they had their background from other sources. while (18%) of the sample said they had online courses. While (14%) trainees stated that they participated in international conferences in their field of study.

Question 04: Do you think that studying Academic English is important to you?

Table3. 8

The importance of Academic English for the informants

Options	The sample		Percentage
Yes	28	100%	
No	00	00%	
Total number of informants 28			

Figure3. 7

The importance of Academic English for the informants

100%

■Yes
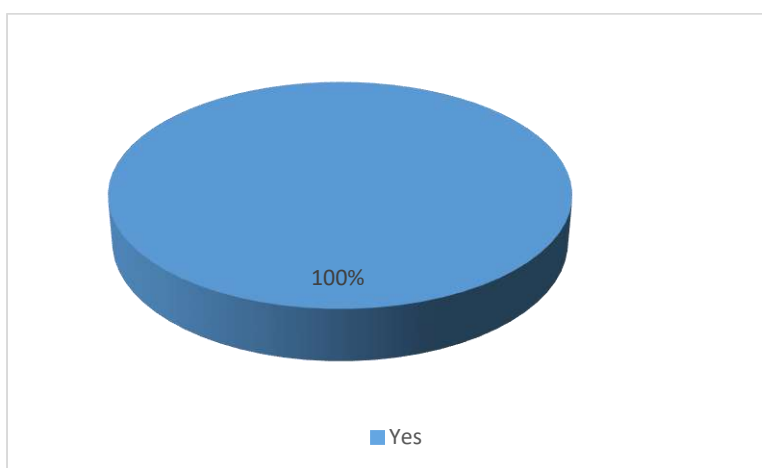
Students were asked whether Academic English is important to them. They had to choice between yes or no, all the learners answered with yes.

Question 05: Why do you want to study Academic English?

Table3. 9

Students' objectives for studying Academic English

Options	the sample	Percentage
To take a part in oral discussions in English (conferences, seminar...etc).	21	75%
To understand lectures on their field of study.	18	64%
To read and translate articles on other fields.	14	50%
For writing and publishing scientific paper.	14	50%
To get a diploma.	11	39%
Others	4	14%
Total number of informants 28		

Figure3. 8

Students' objectives for studying Academic English
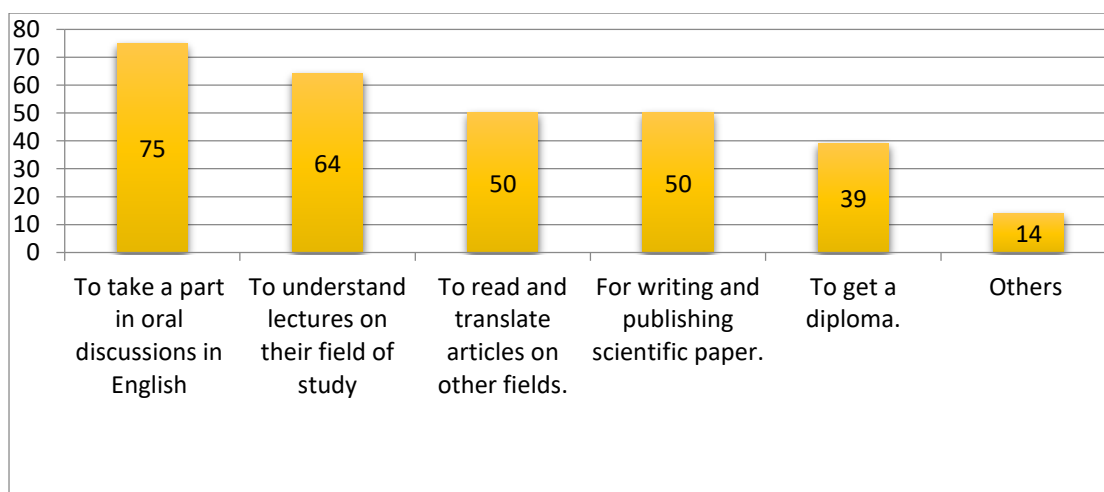
Students were asked to justify why they want study Academic English. They had five choices and they needed to select the appropriate one. The graphic above elicited that most of the students with (75%) of informants are interested in studying Academic English because

they want to take a part in oral discussions in English (conferences, seminar...).While (64%) of the sample which equals 18 learners claimed that they need it to understand lectures on their field of study. 14 students which represents (50%) claimed that they want study Academic English to read and translate articles on other fields. Whereas (50%) o the sample which equals 14 informants stated that they need it for writing and publishing scientific paper. While (39%) of the sample said they want study Academic English to get a diploma. Only 4(14%) informants had other reasons for studying Academic English.

Question number six: Do you think your problems in English are due to?

Table3. 10

Students' weaknesses in English language

Options	the sample	Percentage
Grammar	6	21%
Vocabulary	9	32%
Spelling	6	21%
Fluency	10	36%
Pronunciation	7	25%
All of them	6	21%
Total number of informants 28		

Figure3. 9

Students' weaknesses in English language
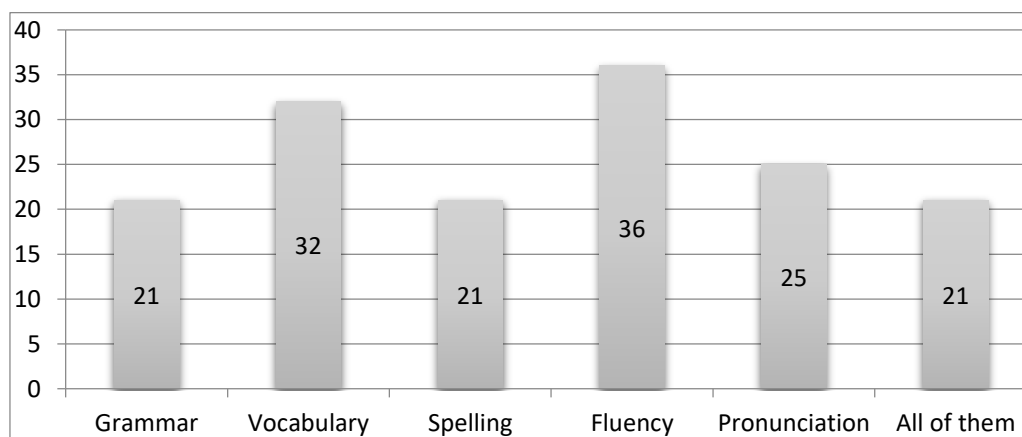
Students were asked about their weaknesses in English language. They had six choices and they needed to select the appropriate one. The graphic shows that the majority of the students claimed that fluency and vocabulary are the most challenging aspects of English. While others stated pronunciation as the most challenging aspect of English, However the minority considered grammar and spelling as the most challenging aspects of English. Whereas (21%) of the sample which translates 6 informants said that they have problems in all aspects of English.

Question 07: How many sessions of Academic English you need per-week?

Table3. 11

Students preferred number of sessions

Options	The sample	Percentage
One	1	4%
Two	3	11%
Three	6	21%
Four	8	29%
More than Four	10	35%

Total number of informants 28

Figure3. 10

 Students preferred number of sessions
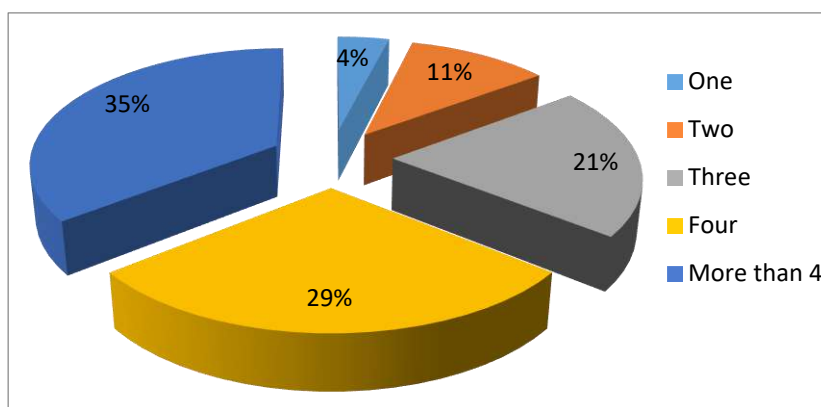
Students were asked about how many sessions of Academic English they need per-week, they had five choices and they needed to select the appropriate one. The majority (35%) of the informants claimed that they need more than 4 sessions per-week; (29%) of the sample which represents 8 students said that 4 sessions are enough. While 6 learners which equal (21%) of the sample mentioned that they need 3 sessions per-week. Moreover (11%) of the informants claimed that 2 session's per-week is all what they need Only one student said that he needs one session of Academic English per-week.

Question 08: Do you expect to use English in the workplace?

Table3. 12

Students' expectation of using English in work

Options	The sample	Percentage
Yes	23	82%
No	5	18%
Total number of informants 28		

Figure3. 11

Students' expectation of using English in work
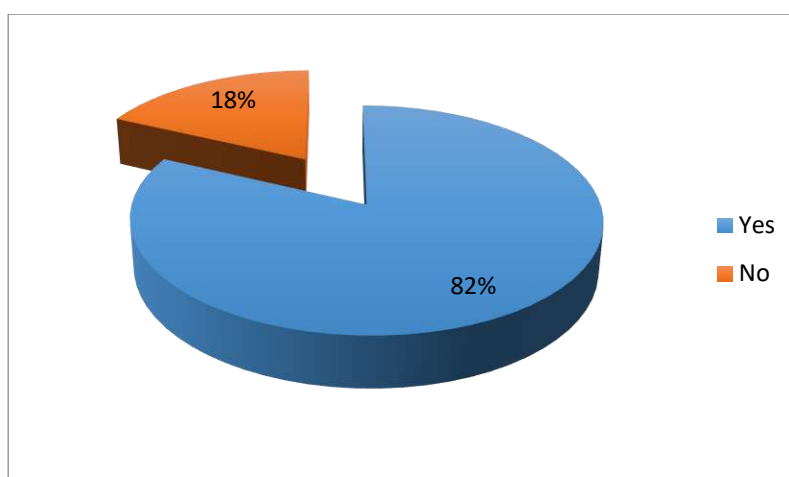
Students were asked whether they will use English in their work or no. they had to choice between yes or no, 23 students out of 28 making (82%) said they that they are expecting to use it in their work. On the other hand, 5 students (18%) claimed that they are

not expecting to use English in their work.

Section One: Classroom management and skills

This section contains eleven questions.

Question01: How do you prefer to learn in class?

Table3. 13

Students' Preference for classroom interactions

Options	The sample	Percentage
Individually	4	14%
In pairs	4	14%
In small groups	20	72%
Total number of informants 28		

Figure3. 12

Students' Preference for classroom interaction
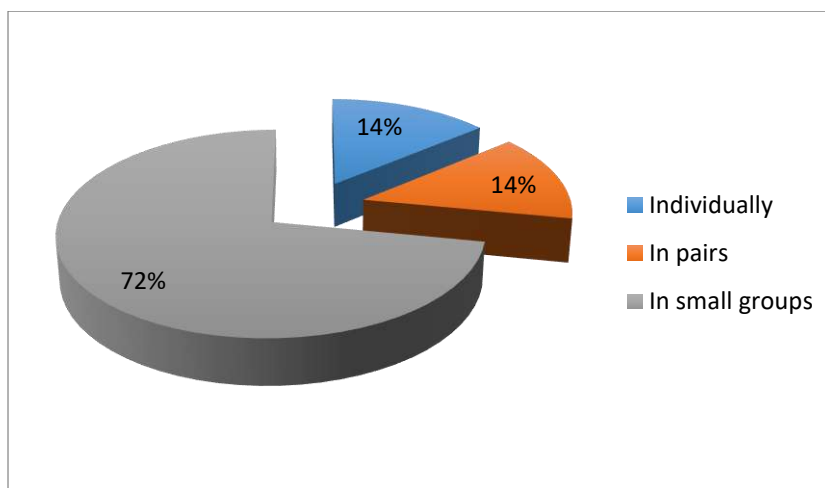
Students were asked about how they prefer to study in class. They had three choices and they needed to select the appropriate one. The majority of the informants (72%) mentioned that they preferred group work interaction. While some of them (14%) said that they prefer working in pairs. However (14%) of the sample claimed that they prefer learning individually.

Question 02: Order the following skills from the most challenging to the easiest according to you?

Table3. 14

Students' ranking of the four English skills

Language skills	Ranked 1	Ranked 4
Listening		
Count	5	**7**
Percentage	23%	33%
Reading		
Count	4	6
Percentage	19%	29%
Speaking		
Count	6	4
Percentage	29%	19%
Writing		
Count	6	4
Percentage	29%	19%
Total number of informants 28		

Figure3. 13

Students' ranking of the four English skills
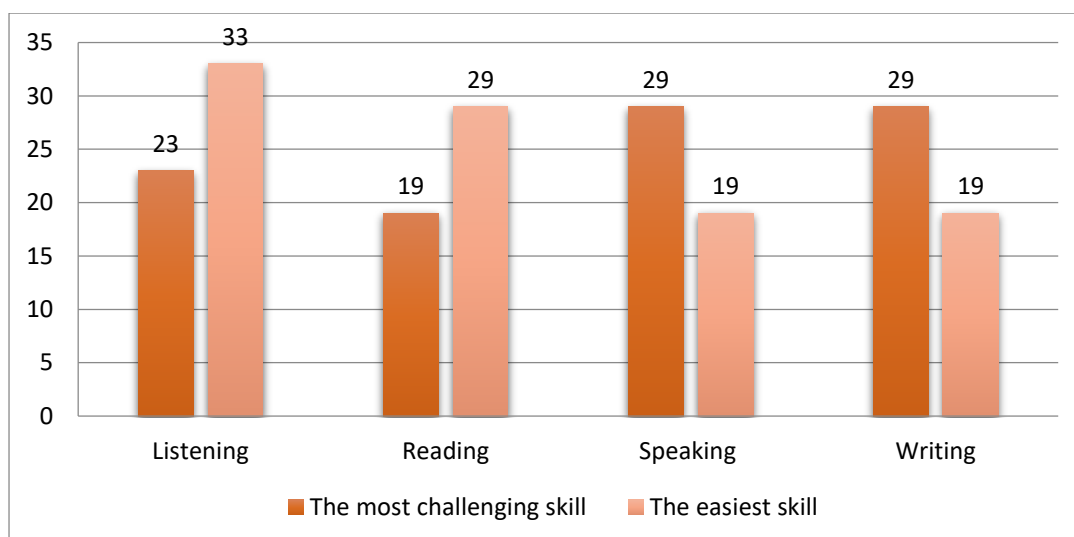
Students were asked to classify English language skills from the most challenging to the easiest one. According to the graphic, the majority of the respondents claimed that speaking and writing as the most difficult skill. However listening and reading skills were rated at low levels.

Question03: What are the topics that you want to practice your academic speaking on?

Table3. 15

Students' preferred ways of studying academic speaking

Options	The sample	Percentage
Topics related to your specialty	16	57%
General English topics	17	61%
English for daily communication	09	32%
Others	02	7%
Total number of informants 28		

Figure3. 14

Students' preferred ways of studying academic speaking
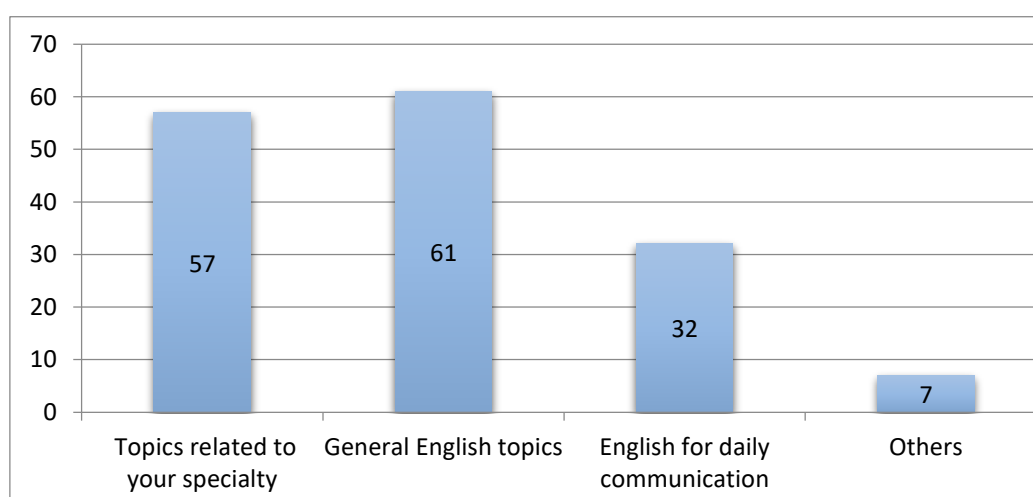
Students were asked about the topics they want to practice their academic English speaking on. They had four choices and they needed to select the appropriate one. According to the graphic above, (61%) of the sample stated that they prefer to practice academic speaking by General English topics. On the other hand (57%) of the informants said that they want practice

academic speaking by topics that are related to their specialty. 9 informants which represents (32%) of the sample claimed that they prefer practicing by English for daily communication. While only 2 respondents preferred other topics.

Question04: What are the language functions you want to improve in academic speaking?

Table3. 16

Students' preferred ways of improving their academic speaking

Options	The sample	Percentages
Defining terms	07	25%
The expressing of critical thinking	17	61%
Classification and enumeration	02	07%
Comparison and contrast	05	18%
Giving examples	05	18%
Providing and supporting arguments	12	43%
Others	01	04%
Total number of informants 28		

Figure3. 15

Students' preferred ways of improving their academic speaking
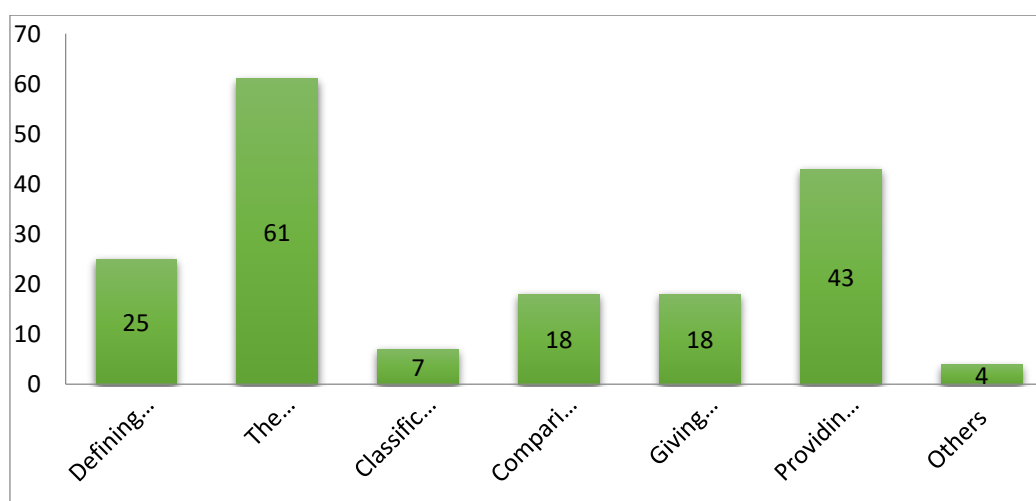
Students were asked about the language functions they want improve in academic speaking. They had seven choices and they needed to select the appropriate one. According to

the graphic, the majority of the respondents (61%) preferred to improve their academic speaking using the expression of critical thinking. While (43%) respondents preferred learning by providing and supporting arguments. Moreover (25%) of the sample which represents 7 of the informants said they want to use defining terms. However 6 of the students which equal (18%) answered that they need comparison and contrast and giving examples to ameliorate their academic speaking. On the other hand (7%) of out of the sample which translates 2 trainees stated that they preferred classification and enumeration. While only one learner (4%) said that he needs other ways to improve his academic speaking skill.

Question 05: why do you need to improve your academic speaking skills?

Table3. 17

Students' objectives for improving their academic speaking skill

Options	The sample	percentage
To give lectures in your filed	11	39%
To participate in seminars and workshops	14	50%
To do presentation in your fields	13	46%
To interact in academic discussions	14	50%
For oral interaction	15	54%
Others	01	04%
Total number of informants 28		

Figure3. 16

Students' objectives for improving their academic speaking skill
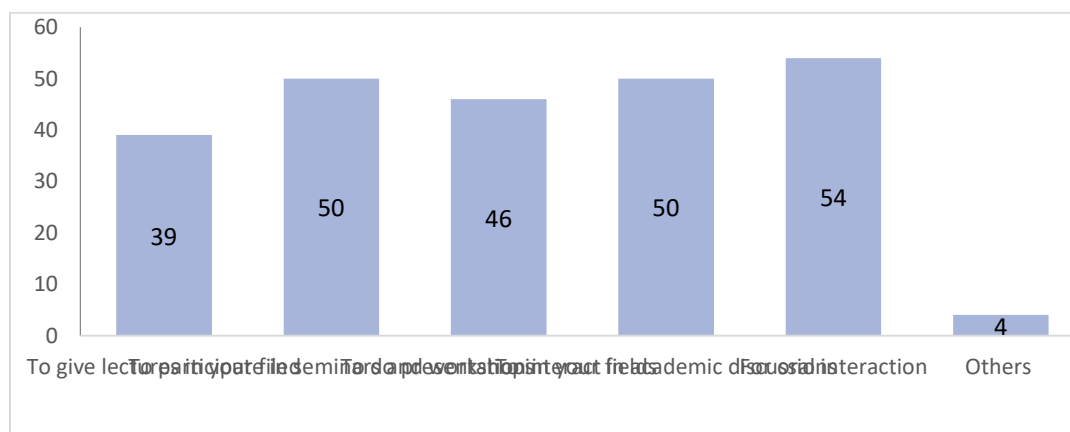
Students were asked about their needs to improve their academic speaking skills**.** They had six choices and they needed to select the appropriate one. The graphic presents the purposes of studying academic speaking for English Department students of KMUO**.** Most of the informants mentioned that they need to improve it because they are willing to use it in oral interaction, to participate in seminars and workshops and to interact in academic discussions. However the minority of the respondents which represent claimed that they want to do presentation and give lectures in their fields of study. While only one informant said that he has other reason for improving his academic skill in English language.

Question 06: What are the academic writing skills you want to improve more?

Table3. 18

Students' objectives for improving their academic writing skill

Options	The sample	Percentage
Formality	14	50%
Conciseness and clarity	10	36%
Paraphrasing /Summarizing techniques	18	64%
Others	01	04%
Total number of informants 28		

Figure3. 17

Students' objectives for improving their academic writing skill
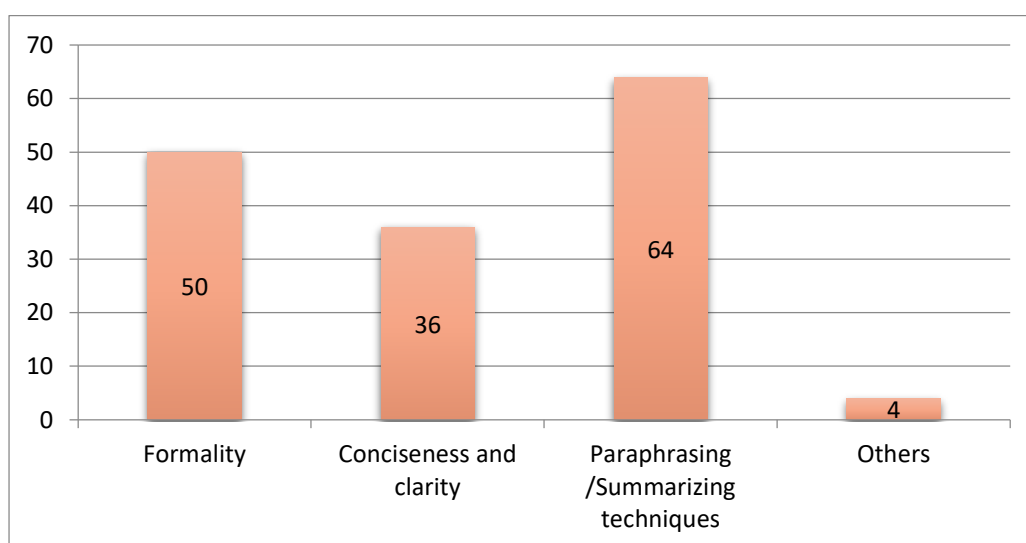
Students were asked to elicit the academic writing skill they want to improve the most. They were given 03 choices. As we can see in the graphic above (64%) of the respondents answered they need to improve paraphrasing and summarizing techniques which equals 18 of the sample. Moreover (50%) making it 14 of the students said formality. 10 out of 28 informants claimed that they want to improve their conciseness and clarity skill (36%). While only one student indicates that he wants to improve other writing skill.

Question 07: What are the types of academic writing you think you will use more?

Table3. 19

Students' willingness to use academic writing types

Options	The sample	Percentage
Descriptive	22	79%
Persuasive	03	11%
Argumentative	10	36%
Comparative	03	11%
Total number of informants 28		

Figure3. 18

Students' willingness to use academic writing types
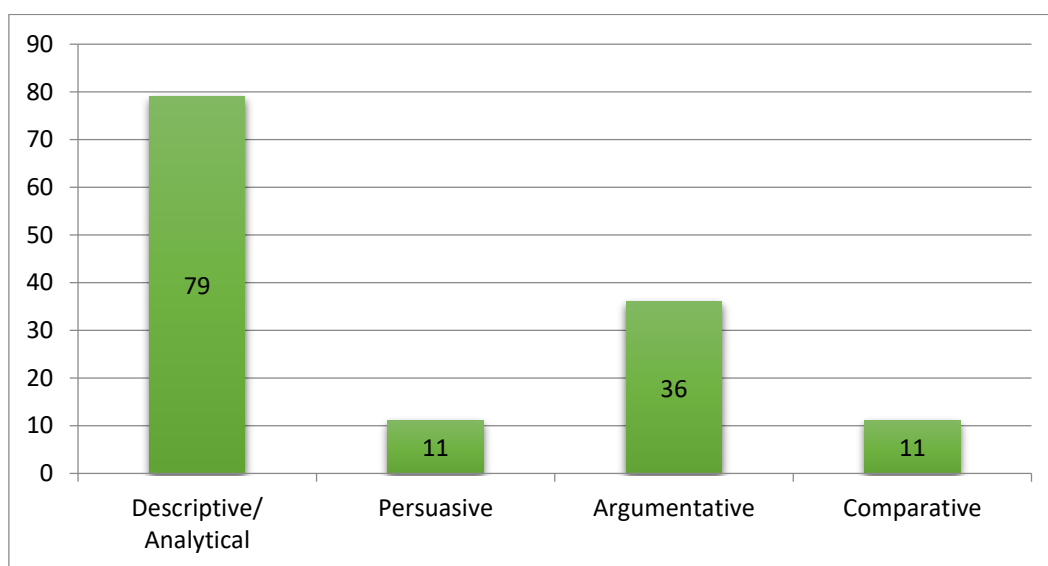
Students were asked to the type of academic writing they use the most. They had four choices. Students who will use Descriptive/ Analytical more than any other type of writing (79%) making it 22 students out of 28. Students that will use Argumentative are 10 which equals (36%) out of 28. However only 03 students will use Persuasive type of academic writing (11%). The rest of the sample (11%) responded that they will use Comparative as a type of academic writing.

Question 08: What types and forms you need to improve your academic writing for?

Table3. 20

Students' reasons for improving their academic writing

Options	The sample	Percentage
Writing essays	18	64%
Writing reports	10	36%
Writing scientific letters	09	32%
Writing thesis and dissertation	18	64%
Total number of informants 28		

Figure3. 19

Students' reasons for improving their academic writing
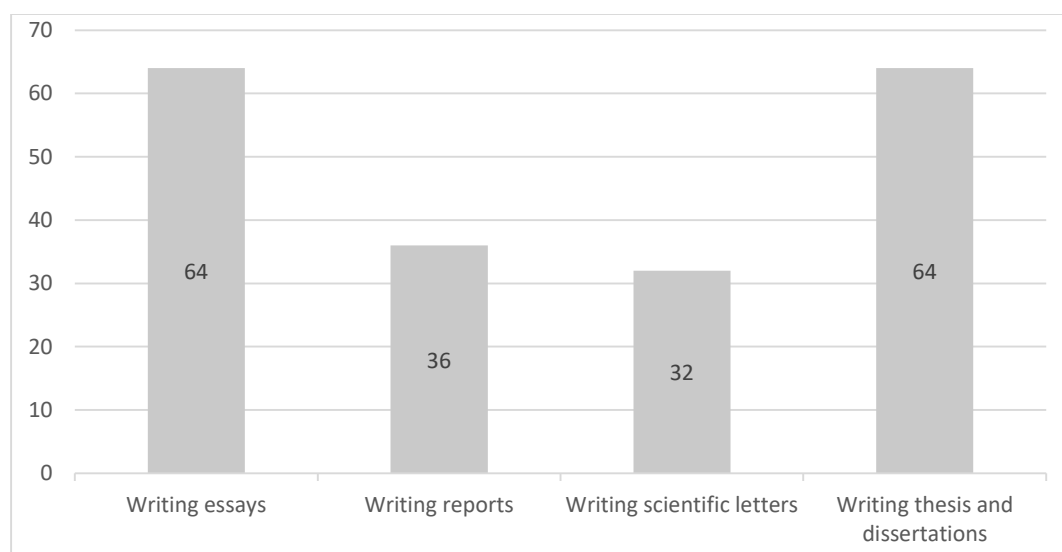
They had four choices and they needed to select the appropriate one. As illustrated above, (64%) of the sample which equals to 18 participants out of 28 said they need to improve their academic writing to write essays. On the other hand (64%) of the sample thought they need it to write their thesis and dissertations which represent 18 participants out of 28. On the contrary 10 participants (36%) claimed that they need it for writing reports. (32%) informants claimed that they need for writing their scientific letters which translate 9 trainees.

Question 09: Do you prefer learning by?

Table3. 21

Students' preferred ways of learning

Options	The sample	Percentage
Listening and taking notes	20	71%
Writing from the board	10	36%
By memorizing	03	11%
By doing research	12	43%
Solving problems	08	29%
Others	01	04%
Total number of informants 28		

Figure3. 20

Students' preferred ways of learning
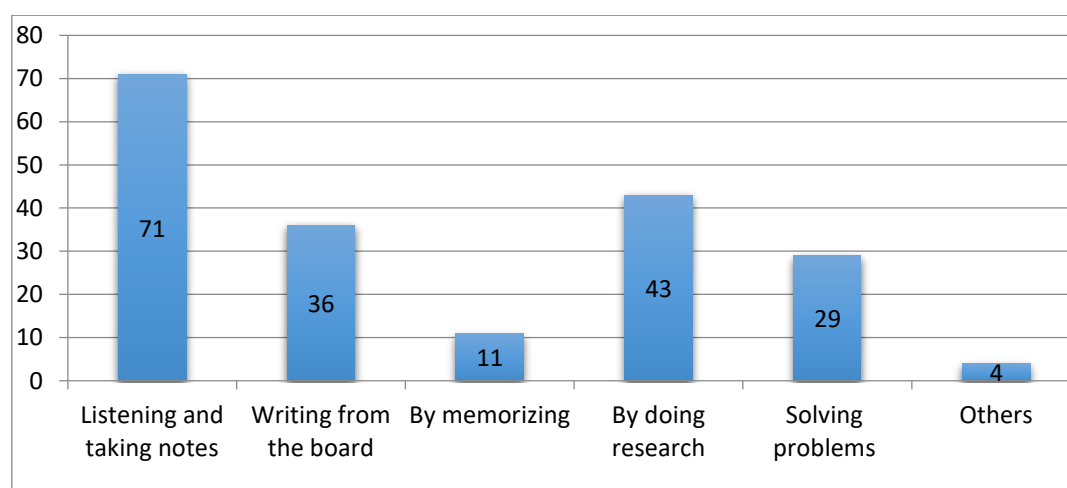
Respondents were asked about their preferred way of studying. They had five choices and they needed to select the appropriate one. According to the graphic above (71%) of informants are more interested in getting information by listening to the teacher and taking notes. While (43%) of our sample which equals 12 students out of 28 wanted to learn by doing research. Moreover 10 students (36%) claimed that they preferred copying from the board. Whereas8 students (29%) are interested in learning by solving problems. While 3 students (11%) preferred studying by memorizing. Only One student (4%) claimed that he prefers to learn by other materials**.**

Question 10: Do you prefer online courses?

Table3. 22

Students' preferred way of studying

Options	The sample	Percentages
Yes	17	61%
No	11	39%
Total number of informants 28		

Figure3. 21

Students' preferred way of studying
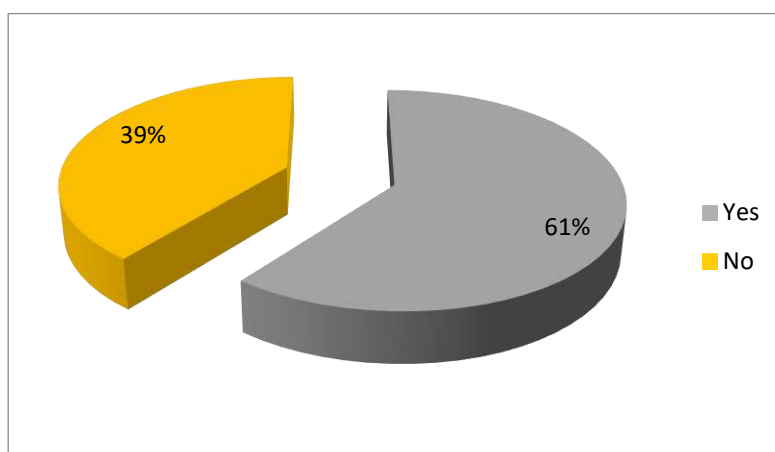
Participants were asked whether they prefer to study online courses**.** (61%) of the sample agreed (17students) while 11 which equals to (39%) disagreed**.**

Question 07: Do you prefer to attend general English classes or academic English classes.

Table3. 23

Students' preferred ways of studying

Options	The sample	Percentage
General classes	12	43%
Academic classes	16	57%
Total number of informants 28		

Figure3. 22

Students' preferred ways of studying
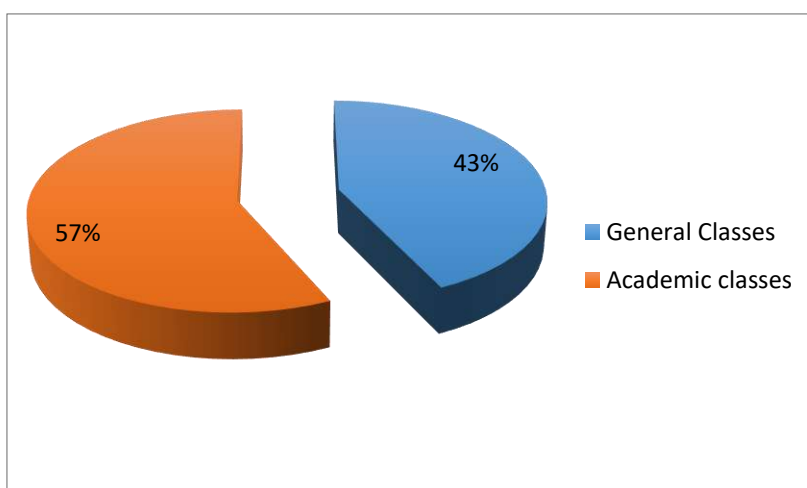
Participants were asked whether they prefer to attend General or academic English classes. They had two choices. (57%) of the sample 16 students preferred Academic English classes. while 12 informants which equals (43%) of the sample preferred General classes.

3.4.1.2. Interpretation of needs analysis questionnaire findings

After the analysis of students' questionnaire, we have reached the following results. First, the majority of the students are males because they are all workers, aged more than 30 years old which makes them self directed and having rich background and experience. They all have a high level of education and most of them have PHD certificate. This latter makes this population have drawn a clear objective of learning the language and a high motivation to achieve the target situation and in real awareness between real needs and the target needs. In addition to that, the students' specialty differs from one to another, for instance, the English that needs to be taught in this class is in general for academic purposes but, according to the needs analysis questionnaire, it needs to be a mixture of English for science & technology, for management, finance, economic and for medical purposes.

Approximately half of the number of students have studied English for less than three years the thing that makes their use of the language very limited. Though, the majority consider their level in English intermediate, whereas the quarter of the number of students considers themselves as beginners. However, all students view academic English important for them to use it for occupational purposes. And they claim that their lacks in the language are mostly due to fluency and vocabulary which is clear because of their limited use of language as mentioned earlier. Therefore, a large part of the respondents claimed that they need to study academic English for four sessions or more per week which reflects the fact that they are workers who need to use the language in their workplace at the moment, and motivated to reach the target situation as soon as possible as well as their indirect confession that they are still beginners who need to be involved in the language practice. Besides, the overwhelming majority are expecting to use the language at the workplace (82%).

Making reference to classroom management, the students prefer to study in small groups (72%). And for skills, they consider both writing and speaking as the most challenging. Whereas listening and reading as the easiest. This led us to conclude that they need more to improve their level in writing and speaking because they are the most used by workers. Indeed, they confirmed their need to practice speaking to be able to interact in academic discussions especially in seminars and workshops, and their need to improve writing skill to be able to writ academic papers especially thesis and dissertations and essays, and that explains why they demanded to focus more on writing techniques (paraphrasing, summarizing). Thus, they prefer to promote their speaking using general English topics. The

latter, in fact, makes things easier for the teacher since he is teaching a heterogeneous classroom in terms of field specialty of the learners.

Finally, the majority of the respondents see the best way of learning is by listening and taking notes as well as by doing research. This choice led us to pay more attention that our students are of old generation and to choose the methods of teaching that they find themselves comfortable with. The majority also has chosen to have online courses; we assume that this is resulted from the fact that they are workers that have a busy schedule besides their demand to have more than four sessions per week which can be managed best by on-line courses. At the end, results show that the bigger half of students want the courses to be specified on academic English rather than general English. This confirms our theory that those students, who are the workers who study in the department of English, have not chosen to study there to get a diploma, but for academic and occupational purposes in fact.

3.4.2. Description of semi-structured teachers' interview

The semi-structured interview is the second tool used in this research where three teachers of English at the department of English in Kasdi Merbah University-Ouargla expressed their perceptions regarding the situation of teaching English to EAOP learners in the department, aiming at specifying their needs. The interview contains open-ended questions that require detailed descriptions as responses. The questions were organized in a sequence of four sections: background information, teaching methodology, teachers' perception of the student and suggestions.

3.4.2.1. Analysis of teachers' semi-structured interview

Section A: Background information

Question 01: Gender?

Teacher one is female. Teacher two and three are males.

Question 02: Do you consider yourself as ESP or EGP teacher or both?

Both teachers one and three are ESP and EGP teachers at Kasdi Merbah University Ouargla**.** Whereas Teacher three is an ESP and teacher.

Question 03: For how long have you been teaching at the Department of English?

The first interviewee answered that she has taught for nineteen years. The second teacher mentioned that he taught for four years. The third mentioned that he had taught for nine years.

Question 04: Have you taught English in other departments? If yes which department?

The first teacher said that she taught in other departments, she taught in Economy, Physics, Psychology, Arabic, French, Biology departments. However, the second teacher indicated that he taught in other departments, he mentioned that he taught in the Economics Department. The third teacher claimed that he taught in the higher college ENS.

Question 05: Have you received any special training to teach ESP?

The first and third interviewees had no training in ESP teaching. While the second teacher mentioned that he had some training in ESP teaching.

- If no, do you think you need it? Why?

Teachers one and three stated that they required ESP training. The first interviewee claimed that she needs a special training for more benefits for the trainees at the level of theory and practice, language demands and employability matters .The third teacher explained his response by pointing out that the majority of the courses are heterogeneous.

- If yes, please specify how?

The teacher number two had an ESP teaching training. The training consisted of identifying the target language features of trainees.

Section B: Teaching Methodology

Question 01: Is there any official syllabus or textbook for EAOP students?

All the teachers aforesaid that there is no official syllabus or textbook.

Question 02: Do you ask EAOP students about the objectives they want to achieve?

All the interviewees asserted that they ask their students about the objectives they want to achieve**.**

Question 03: What will the course be used for?

Teacher one and three mentioned that the course will improve the use of academic English**.**The second interviewee has mentioned that the course will be used for language for specific purposes also to intensifying the use of lexis and grammar and to focus on academic features of language.

Question 04: What is the approach you adopt for their course design? Why have you chosen it?

All the teachers opted for Skills based approach because, ESP is taught with CLT approach, therefore it requires focus, practice and quickness of learning and integrating the

four language skills.

Question 5: What teaching materials do you use? Why have you chosen it?

Both the first and third teachers use a mix of authentic and non-authentic materials. In order to suit the achieve ability of objectives in mixed-ability classrooms that pose challenges for both teachers and students. Some of these challenges include discipline, interests, effective learning for all, materials, and participants**.** While the second interviewee uses authentic materials and online teaching because the trainees are adults so they are highly motivated with the use of authentic materials.

Question 06: Do you use Code-Switching? Why?

All the teachers answered "Yes". Because it is a motivating tool for novice or beginner learners.

Question 07: What challenges do you expect to meet in designing a course for the EAOP learners?

The teacher number one said that the challenges are many Learners' present situation and learning situation, other course stakeholders' requirement**.** The second teacher revealed that there are a lot of linguistic challenges such as language proficiency level, lack of materials and sources and the assessment methods. The third teacher stated that the challenges that meet designing a course for the EAOP trainees are their level, time and space management lack of materials and the ways of assessment.

Question 08: Do you think that the present course is helping in improving the Academic English any further?

All the interviewees answered "No".

Section C: Teacher's perception of the students

Question 01: How would you classify your EAOP learners' level in general English?

The first and third teachers answered that most of their EAOP learners are beginners in general English. While the second teacher claimed that his EAOP students have an

intermediate level in EGP.

Question 02: How would you describe the EAOP learners' mmotivation during the lectures? Do you know why?

All the interviewees perceived that EAOP trainees are highly motivated. Since they need it for their career.

Question 03: According to you what are the main lacks and weaknesses of the EAOP learners in the four basic skills?

The first teacher ranked speaking as the most challenging skill. Both the second and the third teacher mentioned the EAOP learners have weaknesses in the four basic skills of English language.

Question 04: According to you what are the target needs of the EAOP learners?

The interviewee number one claimed that the target needs for the EAOP learners are the four skills and the types of academic text. However, the teacher number two answered that they need to learn academic English and public speaking. The teacher number three said that the target needs for EAOP students are academic writing and doing research.

Section D: Suggestions

Do you have any other suggestions concerning EAOP learners at the department?

The first teacher suggested creating a class in university specified for EAOP learners. The second Interviewee recommended that needs analysis process must be conducted and an ESP training for teachers both in ESP teaching and course design. The third teacher encouraged teachers training and a collaboration between field specialists and English language teachers of the department of language and literature.

3.4.4 Teacher semi-structured interview results discussion

The major points that are concluded from the result of the semi-structured interview are as following. Two teachers are male whereas the third is female. The three have taught English for more than four years. This gives insight about their experience with EAOP learners in the department. However, two of them consider themselves as only ESP teachers in the department but the third sees himself as both EGP and ESP teacher. This leads to hypothesize that EAOP students in the department are, indeed, taking ESP courses in an EGP setting. Thus, the three interviewees stated that they have already taught English in other departments but, in fact, two of them had no training in teaching ESP though they stated that they required it. Which we assume that it reveals from the difficulties experienced by them on teaching EAOP students in the department, except the third one who mentioned that he had a little training.

Meanwhile, all the teachers aforesaid that there is no official syllabus or textbook to teach those trainees. Therefore, it all depends on the personal efforts of the teacher to design courses that fit the needs of EAOP learners. Whereby, all of them asserted that they ask EAOP learners about the objectives they want to achieve, hence, the course will be designed appropriately to fit the learners' needs which is, in fact, the objective of the present study. Furthermore, the course will be generally focusing on academic features of language by adopting the skills based approach since they believe that the EAOP trainees need to improve the four skills more than anything else and the importance of the CLT framework in teaching ESP as well. Also the two teachers decided to select both authentic and non-authentic materials for the course design which, indeed, confirms what we mentioned in the previous chapters that a class of EAOP students need a mixture of authentic and non-authentic materials, while one teacher stated that he would choose authentic materials with on-line classes which he sees the appropriate for adult learners who are highly motivated. In addition to that, teachers see that they should use code-switching to motivate the learners. For that, they expected to meet several challenges where designing a course for EAOP learners such as linguistic challenges like language proficiency level, lack of materials and sources and the assessment methods, the present situation of learners and other course stakeholders' requirement. In fact, those challenges are much anticipated because the learners are not in the environment that is not dedicated especially to meet their target needs. And for that, the teachers ensured that the present courses are not helping in improving the academic English

of EAOP learners any further.

About the level of English of EAOP students, two teachers claimed that they are beginners but one claimed that they are considered as intermediate. But according to what the students claimed themselves about this latter, they considered themselves as intermediate. It clearly shows that the teachers' evaluation of the students and the students' evaluation of themselves are quite different. Thus, the teachers confirmed the high motivation of those learners because of the urge to use the language in their carrier. And when it comes to the most challenging skill for the students, one teacher declared that it is speaking, but the two others claimed that the students face weaknesses in all skills to the same extent. Which ensure that the course should have a balance on focusing on all skills rather than putting attention to one and ignore the other even if the students preferred to practice one more than the other Again, the teachers assume that the target needs of EAOP learners in the department of English are to improve the four skills with much focus on academic writing, academic speaking and doing research.

Finally, the interviewees suggested creating a classroom for EAOP learners at the department of English, after doing a needs analysis process and a training of ESP and course design for the teachers. Collaboration between teachers of English and field specialists was also recommended. This implies the awareness of the teachers about the needs of EAOP learners in order to develop an effective course design.

Conclusion

This chapter has dealt with data collection method, the analysis of the findings as well as the interpretation of results. We have concluded that EAOP learners are in real awareness between real needs and target needs. Moreover, teachers are also aware of needs analysis process to accomplish an effective course design. Due to the absence of the syllabus of academic English that fits the needs of EAOP students and the training of ESP for teachers in the department of English, teachers recommend to have training and create a class for EAOP learners.

3.5. Pedagogical implications

Based on the data gathered and analyzed from the needs analysis questionnaire and the semi-structured interview. We attempt to suggest some convenient recommendations aiming at providing course design for EAOP students in the department of English Kasdi Merbah Ouargla their needs and objectives.

3.5.1. Aims of the course

According to the needs analysis conducted in this research, we come to a conclusion that the students of EAOP in the Department of English need academic English for**:**

- ➢ To give and understand lectures in their field of study.
- ➢ To give oral presentations.
- ➢ To read and translate articles.
- ➢ To write and publish scientific papers.
- ➢ To participate in seminars and conferences.

3.5.2. Goals and objectives

Goals and objectives of EAOP students by the end of the course of academic English are to improve their level in fluency, vocabulary and pronunciation that are particularly related to improving their level in the four skills:

Speaking

By the end of the course the learner will be able:

- ➢ To interact in academic discussion
- ➢ To participate in seminars and workshops
- ➢ To do presentations in their specialty fields
- ➢ To give lectures in their fields
- ➢ To improve language functions of academic speaking like expressing critical thinking and giving arguments.

Writing

By the end of the course the learner will be able:

➢ To write essays
➢ To write dissertation and thesis
➢ To write reports
➢ To write scientific papers

To improve academic writing in descriptive and argumentative types of essays.

Listening

By the end of the course the learner will be able

➢ To understand lectures in their field of study.
➢ To take parts in oral discussions

Reading

By the end of the course the learner will be able:

➢ To read and translate scientific papers
➢ To understand references (books and articles) related to their field of study.

3.5.3. Course content

In order to achieve an effective course design the students and teachers must be aware of the course content. The results of the needs analysis shows that speaking and writing are the most two skills needed by EAOP learners. Therefore the focus will be on them but with respecting the balance of the four main language skills with giving little attention to the skills they are preferred by students.

3.2.4 .Course organization

The course will take place in the department of English, four sessions per-week and some extra sessions online.

Classroom activities

According to the finding of our study it shows that EAOP students need Academic English to achieve multiple goals, including writing essays, dissertation and thesis. To read and translate scientific papers and so on. EAOP students must enhance their skill in all four language abilities in order to achieve these objectives. Listening, speaking, reading, and writing are, in fact, the objectives of language instruction.

Here is a list of some of the activities proposed in order to teach each skill

Listening

- ✓ Asking students to answer questions about academic topic they have listened.
- ✓ Partner conversations
- ✓ Daily listening activities
- ✓ Story telling pods
- ✓ Free listening activities

Speaking

- ✓ Role plays tasks.
- ✓ Oral presentations in their field.
- ✓ Debates on topics that are related to their field
- ✓ Time trials (four minutes story telling)
- ✓ Podcast based activity
- ✓ Free discussion

Reading

- ✓ Reading articles related to their fields.
- ✓ Response cards
- ✓ Topic summary
- ✓ Dictation speaking reading activity (small group)
- ✓ Skim reading activity
- ✓ Reading aloud (pairs)
- ✓ Gap-Fill Transcript Dictation Reading Activity (Individual)
- ✓ Key Word Bingo – Vocabulary Based Reading Activity (Individual)

Writing

- ✓ Note-taking.
- ✓ Written summary of an article
- ✓ Copying from the board.
- ✓ Writing academic paragraphs
- ✓ Quick writes
- ✓ Article or abstract translation.
- ✓ Free writing
- ✓ Summarizing positions
- ✓ Defining terms
- ✓ Problem/Solution writing
- ✓ Defining critical questions

3.5.5 Material selection

The following are the fundamental concepts that must be followed when composing materials, according to Hutchinson and Waters (1987): Because "excellent materials do not teach: they inspire learners to learn," materials should stimulate learning. As a result, useful materials should "include fascinating texts; fun activities that engage learners' thinking powers; chances for learners to apply their current knowledge and skills; and content that is manageable for both learners and teachers."

After conducting the needs analysis we have selected the following materials

- Note book
- Scientific texts
- Data show
- Audio books

3.5.6 Evaluation and assessment

- Quizzes, assignments and final semester exams.
- Written test at the end of each unite.
- Oral presentations (projects)

General conclusion

The present research was conducted to investigate the needs of EAOP learners in the department of English at Kasdi Merbah University-Ouargla. A mixed research method was used to collect data; a Needs Analysis questionnaire and a semi-structured interview; the questionnaire was submitted to students of English for academic & occupational purposes in the department of English. The semi-structured interview was held with three teachers of English at the same department.

This study was developed into three main chapters. The two first chapters were concerned with the theoretical perspective of the study. Chapter one tackled ESP concepts and types It was concerned with an overview about ESP, difference between ESP &EGP, types of ESP, an approach to teach EAOP, aims and objectives of EAOP learners, the roles of ESP teacher for EAOP learners and the factors that affect EAOP learning and teaching. Concerning the second chapter, it was talking about the course design for EAOP learners. It stated the definition of course design and syllabus, steps of ESP course design, aims and objectives, materials used in an EAOP course design, sources of EAOP course design, issues of designing an ESP course for EAOP learners and evaluation of the EAOP course. With regard to the third chapter, it was devoted to the data analysis and interpretation and ends with proposing some convenient suggestions and recommendations to design a course for EAOP learners.

Also, the research findings aim at answering two main research questions raised: First, What are Academic English novice learner's needs to EOP course design? Second, do the present courses offered to EAOP students fulfill their target needs?

Based on the analysis of the data obtained from the two research tools, it was found that there were a serious gap between the present courses and the EAOP learners' specific needs. Additionally, it was also found that there was a total absence of the identification of learners' needs. Furthermore, the findings revealed the importance of academic English proficiency and the weaknesses in the four skills of English for the students. Hence, it has confirmed the two proposed hypotheses concerning the need of productive skills rather than receptive ones, and the neglection of EAOP learners' needs since they are studying within groups of students of other objectives.

From the findings it can be concluded that by conducting a needs analysis, teachers of English in the department would be able to come up with an EAP course that copes with the students‟ lacks, necessities and wants. Besides, it is highly recommended that the course

should be designed in an EGP framework; the course content should be relevant to a mixture of the learners' field specialties. In addition, it is necessary to provide a mixture of authentic and non-authentic teaching materials that are also relevant to the students' area of specialism in order to stimulate them and keep their motivation. Moreover, it is also recommended for teachers to have training in teaching ESP and to work in collaboration with subject specialist to respond to the specific needs of students.

It is worth mentioning that this research has faced some limitations as that the EAOP students were in fact studying in different classes in this department so we cannot generalize the teachers' interview result. In addition, the number of the students was not big enough to have a larger insight about their needs and opinions regarding the present courses being provided. Yet, we are not sure of the whether those students' first objective is to get certified with a license and master diplomat in order to decide whether the course they need should be in the department and consists all modules that are held there or no.

To sum up, this research study with its theoretical discussion and practical side will undoubtedly provide EAOP students and their teachers with clear insights of how to teach, learn and design effective and successful courses of English for academic & occupational purposes with the ultimate aim of developing the quality of teaching/ learning EAP in the Algerian Universities. Additionally, this research study can be an area of future research to develop EAP/EOP courses.

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Appendices

Appendix I

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Language
Learner Questionnaire

This questionnaire aims at investigating ESP courses in terms of objectives specifically EAOP courses. You are kindly required to fill in the questionnaire. PLEASE answer the following questions carefully and as honestly as possible.

Section01: General background

1. Gender:

Male ☐   Female ☐

2. Age: ☐

3. Last degree: ☐

4. Specialty: ☐

Section02: English language proficiency

1. For how long have you been studying English?

1 year ☐   2 years ☐   3 years ☐   Other ☐

2. What is your English level?

Novice ☐   Beginner ☐ Intermediate ☐ Advanced ☐

3. How have you gotten your background in English?

Participating in international conferences in your field of study. ☐

Learning in a specific institutions. ☐

Having online classes. ☐

Others. (Specify) ☐

4.   Do you think that studying Academic English is important to you?

Yes ☐   No ☐

5. Why do you want to study Academic English? (You can tick more thanone)

To take part in oral discussions in English (Conferences, seminars…etc)   ☐

To understand lectures on your field specialism.   ☐

To read and translate articles on other fields   ☐

To write and publish scientific papers.   ☐

To get a diploma.   ☐

Other. (Specify)   ☐

6. Do you think your problems in English are due to: (you may tick morethan one?)

Grammar ☐   Vocabulary ☐   Spelling ☐   Fluency ☐

Pronunciation ☐   All of them ☐   Others ☐

7. How many sessions of Academic English you need per-week?
One session ☐   two sessions ☐   three sessions ☐   Four sessions ☐
    More than four ☐

8. Do you expect to use English in the workplace?

Yes ☐   No ☐

Section 03: Classroom management and skills

1. How do you prefer to learn in class?

Individually ☐   In pairs ☐   In small groups ☐

2. Order the following skills from the most challenging to the easiest foryou

Listening ☐

Reading ☐

Speaking ☐

Writing ☐

3. What are the topics that you want to practice your academic speakingon?

Topics related to your specialty ☐

General English topics ☐

English for daily communication (instructions) ☐

Others (specify) ☐

 4. What are the language functions you want to improve in academicspeaking?

Defining terms ☐

Classification and enumeration ☐

Comparison and contrast ☐

Giving examples ☐

Others (specify) ☐

5. Why do you need to improve your academic speaking skills?

For giving lectures in your field ☐

To participate in seminars and workshops ☐

To do technical presentations ☐

To interact in academic discussions ☐

For oral interaction ☐

Others (specify) ☐

6. What are the academic writing skills you want to improve more?

Formality ☐

Conciseness and clarity ☐

Paraphrasing/summarizing techniques ☐

Others (specify) ☐

7. What type of academic writing do you think you will use more?

Descriptive ☐

Analytical ☐

Persuasive ☐

Critical ☐

Argumentative ☐

Others (specify) ☐

8. What types and forms you need to improve your academic writing for?

Writing essays ☐

Writing reports ☐

Writing scientific letters ☐

Writing thesis and dissertations ☐

9. Do you prefer learning by

Listening and taking notes ☐

Writing from the board. ☐

By memory. ☐

By doing research. ☐

Solving problems ☐

Other. (specify) ☐

10. Do you prefer online courses?

Yes ☐   No ☐

11. Do you prefer to attend general English classes or academic Englishclasses?

General ☐   Academic ☐

Appendix II

Kasdi Merbah University Ouargla
Faculty of Letters and Languages
Department of Letters and English Language
Teachers' Interview

Dear teacher,

We are presently currying out a research on meeting the needs of EAOP students in the department of English, Kasdi Merbah -Ouargla, who are workers that study in this department. We will be grateful if you contribute in this study by answering the following questions

Section A: Background information

Question 01: What is your gender?

Male ☐   Female ☐

Question 02: Do you consider yourself as:

ESP teacher ☐   EGP teacher ☐   Both ☐

Question 03: For how long have you been teaching at the Department of English?

....

Question 04: Have you taught English in other departments? If yes which department?

....

....

Question 05: Have you received any special formation to teach ESP?

- If no, do you think you need it? Why?

....

....

....

- If yes, please specify how?

....

....

....

Section B: Teaching Methodology

Question 01: Is there any official syllabus or textbook for EAOP students?

Yes ☐   No ☐

Question 02: Do you ask EAOP students about the objectives they want to achieve?

Yes ☐   No ☐

Question 03: What will the course be used for?

....
....
....

Question 04: What is the approach you adopt for their course design? Why have you chosen it?

....
....
....

Question 05: What teaching materials do you use? Why have you chosen it?

....
....
....

Question 06: Do you use Code-Switching? Why?

....
....
....

Question 07: What challenges do you expect to meet in designing a course for the EAOP learners?

....
....
....

Question 08: Do you think that the present course is helping in improving the Academic English any further?

    Yes ☐   No ☐

Section C: Teacher's perception of the students

Question 01: How would you classify your EAOP learners' level in general English?

Novice ☐   Beginner ☐   Intermediate ☐   Advanced ☐

Question 02: How would you describe the EAOP learners' motivation during the lectures? Do you know why?

....
....
....

Question 03: According to you what are the main lacks and weaknesses of the EAOP learners in the four basic skills?

Writing ☐   Speaking ☐   Listening ☐   Reading ☐   All of them☐

Question 04: According to you what are the target needs of the EAOP learners?

....

....

....

Section D: Suggestions

Do you have any other suggestions concerning EAOP learners at the department?

....

....

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....

....

Appendix III

A Sample of Lesson one

Allotted time: 1h.30min

Aims:

By the end of the lesson students should be able to

- Reading for specific information
- Summarizing
- Four minutes presentation

Materials

- Data show
- Note book text
- Board

Activity one

Look at the following picture (pictures shown on data show)

Figure3.24

Different topics of essays

NARRATIVE ESSAYS

- My First Encounter With Snow
- An Embarrassing Experience
- Summer Vacation
- How I Turned A Boring Day To The Most Exciting One
- The Most Difficult Thing I Have Done
- The Best Day Of My Life
- What I Will Do When I Become Famous

DESCRIPTIVE ESSAYS

- The Most Interesting Dream
- Our Annual Day Celebration
- If I Was The President Of The Country / If I Was The Principal Of My School
- The House Of My Dreams
- Stuck In Traffic
- One Hour At The Hospital

EXPOSITORY ESSAYS

- A Healthy Lifestyle
- The History Of Mankind
- Fashion Through The Years
- How Can We Solve the Problem of Overpopulation?
- Feminism – What is it?
- Music
- Importance Of Sports in our Life

PERSUASIVE ESSAYS

- We Are A Part Of The Environment, Not Apart From It
- How much should a parent be involved in a child's life
- Animal Testing
- Studying Multiple Languages Is Good For Brain Development
- The Nuclear Family System is Better Than Joint Families
- E-book v/s Traditional Books
- It is better to be the younger sibling

Work in pairs and choose one of the topics then prepare four minutes presentation where you can

share your stories with each other.

Activity two

Read the following text and extract the importance of using English in work place.

The text:

The role of English language in career advancement is undeniable in this era of globalization. Though English language proficiency is not the only criterion for career development, its importance in the corporate world is widely recognized. It is so obvious in countries like India how lack of English language skills affects the career prospects of many young graduates. Though low-paying jobs may not require advanced level of English proficiency, many organizations expect the graduates to possess intermediate level of language proficiency to carry out their responsibilities. Today many research reports emphasize the relationship between English and employability all over the world. Due to the globalised market, employees need to have day-to-day business dealings and communication with executives from different parts of the world. Activities like emails, online chat, business presentations require 'above average' language skills in order to have unambiguous and clear-cut transfer of information to all participants. Many research studies conducted in various Asian countries have identified that English helps improve job performance and boosts the prospects of promotion. Ojanperä Miina (2014) points out that poor English language skills slows down flow of effective communication, causes misinterpretation, create frustration and create barriers among the employees. In the corporate world, English is the most regularly used language and the knowledge of English has become one of the most important employability skills. Proper English does not mean only the ability to make grammatically correct sentences but also the other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using English. Due to the global market, the requirements of English language is likely to increase every year and employees without adequate English language skills may find it very challenging to grow professionally.

Journal The English Classroom, ISSN 2250-2831, Vol-20, Number 1, June 2018

Activity three

Summarize the text...

A Sample of Lesson two (online)

Allotted time: 1h.30min

Aims:

By the end of the lesson students should be able to

- Take notes

- Read out loud

- Interact in a debate

Materials:

- Text from a website

- Zoom platform

Activity one

Choose a debate discussion topic. Each student takes a turn to speak about the selected topic.

Activity two

The teacher provides a passage and asks the students to read it out loud to check pronunciation mistakes.

The passage:

Communication establishes relationships and makes organizing possible. Every message has a purpose or objective. The sender intends -- whether consciously or unconsciously -- to accomplish something by communicating. In organizational contexts, messages typically have a definite objective: to motivate, to inform, to teach, to persuade, to entertain, or to inspire. This definite purpose is, in fact, one of the principal differences between casual conversation and managerial communication. Effective communication in the organization centers on well-defined objectives that support the organization's goals and mission. Supervisors strive to achieve understanding among parties to their communications. Organizational communication establishes a pattern of formal communication channels to carry information vertically and horizontally. (The organization chart displays these channels.) To ensure efficient and effective accomplishment of objectives, information is exchanged. Information is passed upward from employees to supervisors and laterally to adjacent departments. Instructions relating to the performance of the department and policies for conducting business are conveyed downward from supervisors to employees. The organization carries information from within the department back up to top management. Management furnishes information about how things are going, notifies the supervisor of

what the problems are, and provides requests for clarification and help. Supervisor in turn, keeps their employees informed and renders assistance. Supervisors continually facilitate the process of gaining necessary clarification and problem solving; both up and down the organization. Also, supervisors communicate with sources outside the organizations