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An Analysis of ESP courses and Learners' Needs

Case study of Human resource management students at Biskra University

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Dedication

I dedicate this modest work

- To my dear parents who taught me the importance of education and gave me affection and encouragement; without them I wouldn't be here.
- To All my family.
- To All my best friends.

Thank you for your patience and support.

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Abstract

This research paper revolves mainly around the field of TEFEL (teaching English as a foreign language) and specifically around ESP (English for specific purposes) .The purpose of this study is to shed the light on the situation of teaching English in the department of human resources' management at the University of Biskra for the academic year 2016/2017; as well as the English language needs of the students in the ESP courses. The result that we seek is to help teachers to better understand ESP and to recognize the importance of conducting needs analysis to meet the needs of the students. This will result positively on the achievement of the students in the language learning process. To collect the data, the main instruments used were a questionnaire for students and teachers as well as an analysis of the ESP courses. The findings show that all English language skills are needed with the emphasize on speaking and writing in order to fulfill the ESP needs of human resources' management students and the current language course needs improvement to meet the students' needs. It is hoped that the results and the recommendations serve as guidelines to promote ESP teaching methodology and open doors for further research in this particular topic.

List of Abbreviations

CNP communicative needs processor

GE general English

EAP English for academic purposes

EBE English for Business and Economics

EFL English as a Foreign Language

EGP English for general purposes

EOP English for occupational purposes

ESP English for specific purposes

ESS English for Social Studies

EST English for Science and Technology

NA Needs Analysis

TEFL Teaching English as a Foreign Language

TSA Target Situation Analysis

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General introduction

The importance of the English language cannot be denied or ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering, education, economy...etc. Consequently, the Algerian universities have taught English not only in human sciences but also to the other different specialties. These language courses which are offered at those departments are known as English for specific purposes.

English for specific purposes courses have specific principles that should be pursued. Teachers of English are required to follow the phases of determining the objectives of the course in relation to the needs, the wants and the ambitions of the students. These stages are followed through conducting a needs analysis in order to design an appropriate and a suitable ESP courses.

Statement of the problem:

ESP is one of the courses that is studied by university students of different specialties however, the majority of them lack interest in this subject and this is mainly due to the teachers' ignorance of the needs and wants of the students as well as the absence of conducting predetermined objectives in the process of designing the ESP syllabus. As a result, the students' enthusiasm toward the English language will be decreased or ignored consequently, this will reflect negatively on the achievement of the students in the learning of English.

Aim of the study

The aim of the study is to shed the light on the situation of the ESP courses in the human resources' management branch in order to suggest procedures to improve ESP teaching and learning to be consistent with the needs and ambitions of the students so as to create positive students attitudes.

Research questions

This research aims to answer the following questions:

- What are the language needs of the students in this department?
- Do teachers of English cover the ESP learner's needs?

Significance of the study

This research will be of great benefit for the teachers of English because they will be more aware of the importance of conducting needs analysis to meet students' needs. Furthermore, It attempts to recognize the difficulties faced by the teachers in order to improve English teaching and learning for a better achievement.

Methodology

The research methodology used in this dissertation is descriptive because it aims to describe the state of ESP in the specialty of human resources' management in the academic year 2016/2017. To collect data about the current state of ESP and the language needs of the students, we would use a questionnaire for students and teachers as well as an analysis of the ESP courses so as to get information related to the subject matter. Collecting data will be through analyzing and interpreting the results of the used instruments to answer the research questions and to confirm or reject the hypothesis.

Participants

The target population is students of economic and commercial sciences department, specifically students of human resources' management branch at Muhammed khieder Biskra. Master one students are selected as a sample of our research; because, they are adult learners

who are able to judge the content of the ESP courses besides, they will be aware of their needs.

Structure of the thesis

This research work contains a general introduction and two chapters. The first chapter contains two sections. The first one is an introductory chapter; it is a general overview on the E.S.P in which a definition, Emergence, types of E.S.P and the difference between English for Specific Purposes (E.S.P) and general English (G.E) are provided. The second section is about Needs analysis; it contains the definition of needs analysis, and its types, its models, its steps then the instrument of needs analysis and finally the importance of needs analysis. The second chapter represents the fieldwork of the study (methodology), in which the researcher will analyze a questionnaire for both students and teachers, and the ESP courses, and then discuss results and findings. At the end, the thesis will be concluded with useful recommendations about the ESP courses and the role of teachers for better achievement.

Chapter One

Section I

General Overview of ESP

Introduction

These days, English is thought to be the "language of communication" everywhere throughout the world. Kennedy and Bolitho (1991) keep up that the idea of "communication" varies from one specialty to another, depending on the sort of human activity. For instance, business English is not the same as medicine or political English. Teaching English in these settings is called English for Specific Purposes (Kennedy & Bolitho 1991 is cited in Hernandez and Perez Paredes 2002). Savignon (2002) argues that a language for a specific purpose implies the utilization of English for "real and immediate communicative purposes". The term ESP developed because of a need for matching the English courses and learners' needs. ESP is described by three viewpoints: Needs analysis, time (its courses are restricted to a limited time), and a language which is learnt to acquire information of the discipline in English and not for having a general education (Basturkmen 2006).

In this section we attempt to provide a appropriate definition to the area of ESP. Moreover, we manage the emergence of ESP i.e. the underlying features of English for Specific Purposes appearance. The different types of ESP will be stated, as well, in this part. Additionally, we will discuss the difference between ESP and GE courses and the multiple roles of ESP teacher and, the challenges to which the ESP instructor faces during the ESP teaching. The chapter will conclude with the ESP objectives.

I .1.1 Definition of English for specific purposes (ESP)

A great shift has occurred in the teaching and learning of languages. Before, a language has been taught or learned without specifying any purpose behind it. This has been considered as a general educational objective. To this effect, Hutchinson and Waters (1987) stated “previously the reasons for learning English (or any other language) had not been well defined. Being good at a foreign language has been regarded as a sign of a well-rounded education, but few had really questioned- why it was necessary”; however, during the last years, people started to feel the need to learn languages for different reasons either to communicate or to fulfill an educational or an occupational purpose. Taking this into account, a new sub-field of English language teaching has emerged to satisfy the needs and the demands of learners known by “English for specific purposes” or ESP for short.

This broad and diverse field of ESP has made the mission of stating one particular definition a difficult task. Therefore, the investigator tried to present a number of various definitions relevant to the ESP context. Mackay et al (1978) defined ESP as the teaching of English for a “clearly utilitarian purpose “(p.2). These purposes can be identified according to students’ needs which can be either of academic, occupational or scientific nature. Equivalently, Munby (1978) stated that communication needs of the learner is a crucial factor in both designing courses and material selection; he wrote “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners” (p.2).

According to harmer (1983) ESP is “situations where the student has some specific reasons to learn a language” (p.1). That is to say, learners want to acquire a

specific language to fulfill specific purposes that can be varied from academic to occupational. Hutchinson and Waters (1987) defined ESP as an approach not a product, which denotes that ESP does not contain a particular kind of language, teaching materials or methodology but, it is concerned with the learner's needs. In other words, ESP is not controlled to one specific context but it focuses on how learners use the English language in that context. They claimed that the base of ESP is the question: why does this learner need to learn a foreign language? In relation to this, Dudley-Evans and St John (1998) stated "the answer is related to the learners, the language required and the learning context, and thus establishes the primacy of needs in ESP" (p.3).

Stevens tried to describe ESP with certain characteristics which were classified into "four absolute characteristics" and "two variable characteristics". The first ones deal with the determined needs of the learners, the specific topics related to a specific area to be taught, contrasting with «general English" and related to "syntax, lexis, discourse, semantics, activities" (Johns and Dudley-Evans, 1993, p.116) and finally discourse analysis. All these features are the core of ESP teaching process. However, the remaining characteristics ("two variable characteristics") may be or may not be a part of the process in certain situations. They consist in, first, ESP teaching should be restricted only to the skill or the skills to be learned, second, ESP teaching can be done without following any specific methodology for the fear of the incompatibility in certain cases. These characteristics are the fundamental base for the teaching of ESP that addresses the needs of the students in order to reach the desired objectives in a limited time.

I .1.2 Emergence of ESP

After 1960's, the teaching and learning of English for specific purposes (ESP) has widen to become the most prevalent field in the teaching of languages. It is taught in many universities around the world in order to satisfy the demands of graduate as well as post graduate students to fulfill their academic or occupational needs. Different events have contributed in the emergence of ESP that can be political, economic or historical. "ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends" (Hutchison and Waters, 1987, p.6). In other words, ESP was an outcome of a sequence of events instead of an outlined procedures. "These trends have operated in a variety of ways around the world, but there are three main reasons to the emergence of all ESP" (Ibid).

The first is what is called "the demands of a brave new world". The term appeared after the end of the Second World War which affected in a significant way a number of areas at an international level. It has influenced all the political, economic, scientific and cultural relations and policies all around the world. These changes led to the creation of a world controlled by two crucial forces (technology and commerce). In order to make these exchanges successful, the necessity of learning languages for specific purposes has increased in an incredible rate. This created a large number of learners who are able to identify the reasons behind learning a language. "Situations where the student has some specific reasons for wanting to learn a language" (Harmer, 1983, p.1). Taking this into account, an international language has been requested to facilitate communication between people all over the world. This language appeared to be English because of the leading role of the United States.

The second factor that led to the emergence of ESP was “a revolution in linguistics”. The old criteria of teaching the traditional linguistics (grammar) can no longer stand alone. Research has shown that teaching grammar should not be done in isolation but, it should be taught within different contexts to show how language is used in different situations. And since teaching the English of science and that of commerce is not the same, this resulted in the rise of teaching English for specific purposes to specific groups of learners. Also, the oil crises were a major cause of rapid expansion of the ESP movement. Hutchinson and Waters (1987) explained: “this development was accelerated by the oil crises of the early 1970’s, which resulted in a massive flow of funds and western expertise into the oil-rich countries. English became big business and commercial pressures began to exert an influence. Time and money constraints created a need for cost-effective courses with clearly defined goals” (p.6)

The third factor that had a hand in the development of ESP was “the focus on the learner and his needs”. Researchers realized that each learner has his or her reasons or purposes to learn a language. Thus, they have taken their needs into account in the process of designing ESP courses so as to affect positively on students’ motivation as well as their performance and achievement.

To conclude, learning English became a necessity not only to show a high level of education but also to keep up with the new developments of technology and commerce, in this sense “The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce” (ibid) (p 7).

I.1.3 Types of ESP

Teaching the English language for specific purposes has emerged to satisfy learner's needs. It is determined by different professional, occupational, social and other needs of the learners. Therefore, ESP includes specialized programs which are designed to develop the communicative use of English in a specialized field of science or work. As a result, several researchers declare the existence of two or three divisions of ESP.

ESP is normally divided into two types; EAP (English for Academic purposes) and EOP (English for occupational purposes)(Hutchinson and Waters 1987). Whereas David Carter (1983) changed the classification by suggesting three types of ESP: ESP for restricted language which signifies the owning of a limited knowledge about a specific area e.g.: for Mackay & Mountford (1978) the repertoire required by the controller or the waiter is limited , it is determined situationally . The tourist, the waiter; the controller cannot communicate effectively in another situation outside the vocational environment. The second type is English for academic and occupational purposes. In the EFL tree suggested by Hutchinson and Waters (1987), ESP is divided into three branches English for science & technology (EST), English for business & economics (EBE) and English for social studies (ESS). Each of these branches is either divided under EOP or EAP. According to Kennedy and Bolitho (1984), some of those needs are important for their studies, whereas others are crucial for their work and profession. However, Hutchinson and waters think that there is no difference between EAP and EOP since people are able to study and work at the same time; moreover, the content of the studies will also be used at work. The third type of ESP is English with specific topics which indicate that the English language can be used only with specific topic and period. In other words,

“scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.”(Carter, 1983, p. 5).

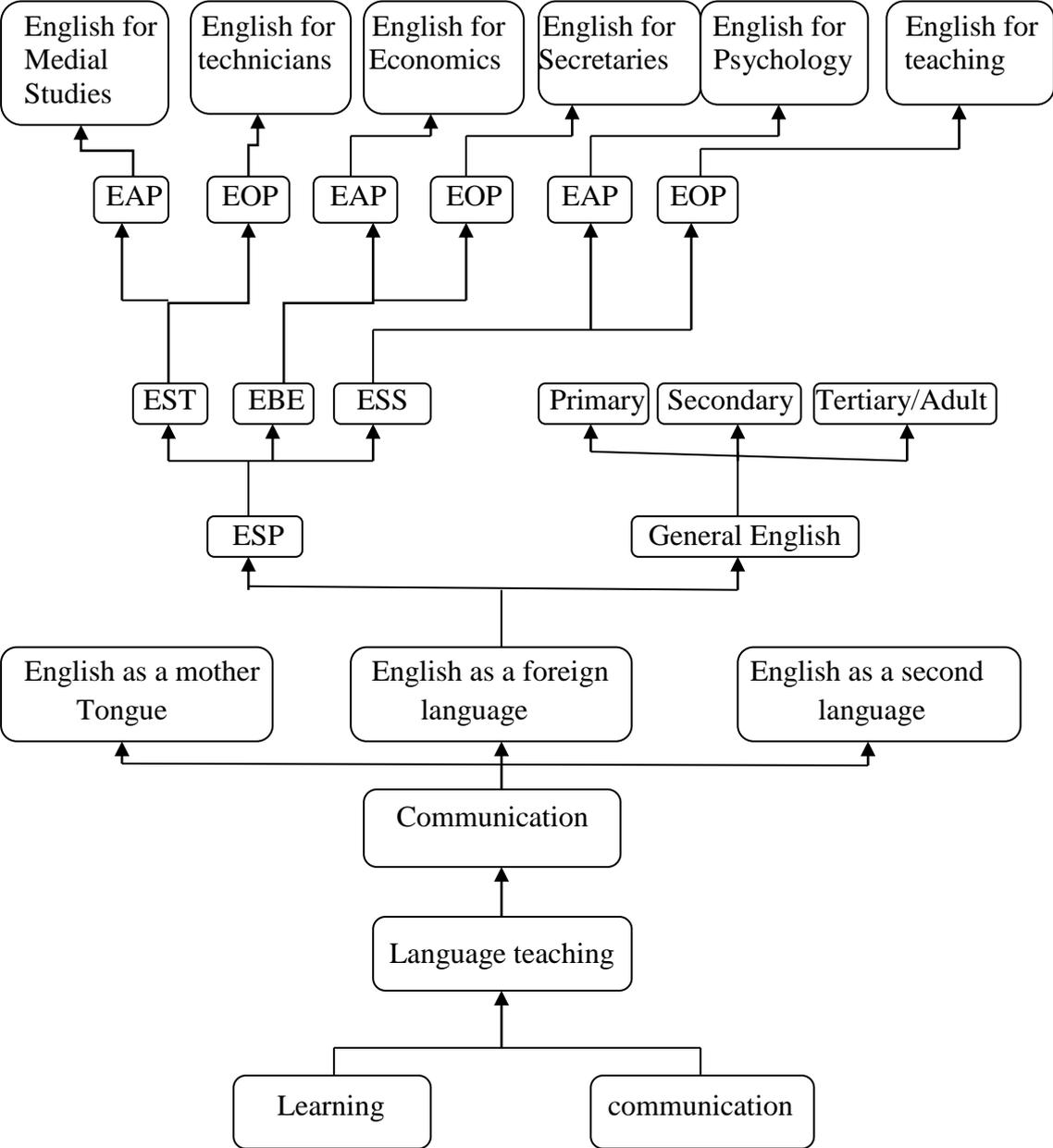


Figure 1: The tree of ELT (adopted from Hutchinson & Waters, 1991, p. 17)

I.1.4 ESP versus GE

Needs are a crucial element in learning the English language whether it is for general or specific purposes. The question is whether ESP and GE are different. For Hutchinson and Waters (1987): “in theory nothing, in practice a great deal” (p:53). Several differences have been set by researchers, applied linguists and teachers.

There is a remarkable difference between ESP and EGP in terms of goals, needs and content. ESP courses are designed to meet the needs of the students as well as the specific academic and professional expectations of the learners. It is a learner-centered approach since the needs of the students are taken into consideration in the procedure of a syllabus design. It includes specific programs which are planned to develop the communicative use of English in a specialized field. ESP learners are often adults that have a background knowledge of the English language, highly motivated since they are learning the language to fulfill a purpose that they have chosen which can be academic, professional or scientific. On top of that, learners are aware of their needs as a result learner’s awareness is believed to be an important factor as the difference between ESP and EGP is not a matter of the existence of a need rather than the awareness of the that need. Hutchinson et al (1987) supported this view and stated that “what distinguishes ESP from GE is not the existence of a need as such but rather an awareness of the need “(p53).

ESP focuses on language use in real situations rather than teaching grammatical structures. It differs from EGP in the sense that the terms, the sentences and the texts that are learnt are related to a specific context, domain or discipline; In addition to the selected language skills that are taught according to the needs of the learners. In contrast to ESP, EGP is mainly taught in middle and high school settings as a subject in non English speaking countries but without any specific clear objectives,

generally the module of English is offered to students to learn the aspects of language such as grammar, lexis and phonetics that are usually taught with different types of texts that are related to different topics such as food, pollution, environment...

Hamp-Lyons (2001) states that in addition to specific learners needs, ESP differs from GE in three main areas:

- ESP is a learner and situation-centered approach which means teaching the learner how to use English in different situations, whereas GE is concerned with language features i.e. It focuses mainly on grammar.
- In ESP, we may use one skill; two or all of them depending on the learners' needs e.g. learners of business specialty may need only the speaking skill.
- Genres of language in ESP are formal and academic; while in GE they are conversational and social (a language is learnt for the sake of social interaction).

Bojovic (2006) adds two other differences which include the fact that ESP develops its own methodology since it is taken from various disciplines in addition to applied linguistics, and that ESP always targets the needs and its general aim is to communicate effectively in the task designed according to the learner's field of study or work.

In the table below, we tried to set a comparison between ESP and GE by stating the basic elements that represent each of them.

English for specific English	General English
<ul style="list-style-type: none"> - Specific vocabulary - Less time for teaching - Texts related to their subject matter - Using authentic materials - Designed to meet students' needs - Learner centered-approach - Teaching grammar within contexts - More attention is given to communication - Understanding written texts - Writing reports and articles - Translating from the source language to - The target language or vice versa - ESP learners are usually adult - Formal and Academic language 	<ul style="list-style-type: none"> - General vocabulary - More time for teaching - Teaching culture and civilizations - Teaching literature - Less attention is given to students' needs - Teaching grammar in isolation - ESP learners are usually young - conversational and social language

Figure 2: comparing ESP with GE

I .1.5 The role of ESP teacher

ESP teachers are often teachers of general English who teach the language according to the needs of the students as Strevens (1988) stated “ESP practitioners are only GE teachers being involved in special training courses to teach English for specific groups of learners” (p.62) .Similarly, Anthony (1995) mentioned that ESP teachers can be described as GE teachers using an ESP approach, basing their syllabi on needs analysis and their own knowledge in using English in specific contexts.

According to Dudley-Evans & ST John (1998) ESP teachers' work is not limited to teaching only; consequently, they have identified the following key roles of ESP practitioners.

I .1.5.1 The ESP practitioner as a teacher

The first role as a teacher is similar to that of general English teacher. His role is to teach the language but not the students' specialty .however, the difference lies in the objective behind teaching (Harmer 2001). The methodology he uses changes as the teaching becomes more specific.

I .1.5.2 The ESP practitioner as a course designer and material provider

One of the important roles of ESP teacher is designing the course and adapting the materials for it when the available ones are unsuitable in order to cope with the level and the needs of the students.

I .1.5.2 The ESP practitioner as collaborator

In order to design courses that meet students' needs, ESP teachers should work with the field specialists. This coordination can help the ESP teacher in obtaining information about lectures design and content selection. If this is not possible, they can collaborate with the students themselves who will generally be more familiar with the specialized content of material than the teacher himself.

I .1.5.3 The ESP practitioner as a researcher

ESP teachers should be able to conduct a research to investigate the needs and the interests of the students. This research will help them in the process of designing appropriate materials that suit the target objectives. It is often a language-based and content based research.

I .1.5.4 The ESP practitioner as an evaluator

Usually the term evaluation refers to testing in order to evaluate learner's progress and achievement .However, in ESP setting it also indicates the evaluation of the course. As Dudley states that evaluation should be 'on going'; while the course is taught , at the end of the course and after the course has finished .

The ESP teacher has not only one role but different ones that can be a bit difficult for him/her to perform all of them. Unlike teaching general English, the ESP practitioner has a greater responsibility to plan a suitable course for the learners. He/she has to provide materials, design a syllabus, collaborate with subject specialists, conduct research and evaluate the course and the students. ESP teacher should be flexible to cooperate with the learner and at least have some interest in the discipline he/she is teaching because nothing is worse for learners than a teacher who is bored with his/her lessons.

I .1.6 Challenges for ESP teachers

One of the challenges faced by ESP teachers is the features of ESP courses that contain a specialized terms related to the students professional fields. Most of the ESP teachers are teachers of general English; consequently, they find themselves teaching contents that they know little or nothing about. Basturkmen (2010) is of the view that teachers may find difficulties when teaching specialized contents related to a certain occupation or a field of study which they have no prior idea about (p. 7). They may find they have less knowledge and experience in the subject than their learners.

The ESP teacher is both the syllabus designer and the responsible for the teaching of content, and not being a specialist in the specific area creates difficulties for him. These difficulties are represented in not being able to decide or to choose the suitable content and the required terminology needed that can serve and help the students. The lack of coordination and cooperation between the content lecturers and the program designer is one of the reasons that may generate problems and difficulties in the ESP teaching.

Another problem that may face ESP teachers is whether to start teaching general English or English for specific purposes since the students of human resources management started studying the English language just this year (the previous three years were devoted for the French language), and in the ESP course the students are expected to have at least an intermediate level of general English. Taking this into account, we may find teachers trembled about revising general English and teaching specialized courses in a very limited period.

I.1.7 ESP objectives

According to Stern (1989,1992) there are four types of teaching objectives: Proficiency, knowledge ,affective and transfer .

- a) Proficiency objectives: concern mastery of the language skills such as reading, writing, listening, and speaking .
- b) Knowledge objectives: concern the acquisition of linguistic and cultural information. Linguistic knowledge objectives include language analysis and awareness of the systematic aspects of language. Cultural knowledge objectives include control of socio-cultural rules (mastery of the norms of society, values, and orientations) and also the ability to recognize culturally significant facts, knowing what is acceptable and what is not.
- c) Affective objectives concern the development of positive feelings toward the subject of study. They include attitudes toward attaining second language competence, socio -cultural competence, and language learning.
- d) Transfer objectives concern the ability to generalize from what has been learnt in one situation to other situations .

The main aim of learning and teaching process is to provide the learners with the necessary information in its general sense. concerning ESP Basturkmen (2006:133)

states the existence of five broad objectives, which are applied to ELP , on which specific teaching process is based and should be reached .

- To reveal subject specific- language use .
- To develop target performance competencies
- To teach underlying knowledge
- To develop strategic competence
- To foster critical awareness

In the next paragraph we are going to define the above objectives one by one.

- a) Revealing subject specific- language use: this objective aims at demonstrating to learners how the language ie English is used in the target situation or environment. This objective is linked to the linguistic knowledge and, to a lesser extent, the cultural knowledge objective in Stern's (1992) categorization.
- b) Developing target performance competencies: this objective illustrates what students do with language and the skills they need to do in order to be competent . This orientation can be categorized as a proficiency objective, according to Stern classification (1992) .
- c) Teaching underlying knowledge : It is very important for the ESP teacher to be aware about the importance of teaching not only the language skills but also developing students' knowledge of fields of study or work . The objective of teaching underlying knowledge can be classified as a cultural knowledge objective, according to Stern's categorization (1992). (Basturkmen, 2006, p. 137)

Conclusion

We can state that researchers in characterizing E.S.P have focused on the basic elements of the language learning in E.S.P and general language learning and educating. As for them it is not the language or the methodology that are somehow particular to E.S.P. Also, they claimed that in theory there is no difference between G.E and E.S.P. The inequality turns out to be clear when the particular needs of the learners are examined on the grounds that the learner's purposes behind learning are the core of all E.S.P courses; and the instrument used to examine these reasons is called needs analysis, which is our subject in the following section.

Section two

Needs analysis

Introduction

This section aims at defining and highlighting the importance of conducting needs analysis and student's needs in teaching the English language for specific purposes. In the development of this section, a theoretical overview on needs starting by defining what needs analysis means, then its purposes and types. Following that, needs analysis models are developed precisely. Next, this section will tackle the importance of conducting needs analysis. The chapter will conclude with the steps and the instruments used in needs assessment.

I.2.1 Definition of Needs analysis

In the past, the teaching and the learning of a language was not predetermined with objectives because most of learners were studying the language for no specific purpose. Nowadays, the situation is different due to the incredible expansion of the English language in different fields such as technology, medical sciences, politics and business.

Needs analysis (also known as needs assessment) is considered as an important means in the process of ESP course design. It is “the corner stone of ESP and leads to a much focused course” (Dudley - Evan &St. John, 1998, p.122). In other words, needs analysis is an essential factor in planning ESP courses as it helps in creating a direct course which is suitable for learners' needs. Brown (1995) defined the term as the procedures conducted to gather all the necessary information to develop a curriculum which meet the needs of a particular group of learners. for Basturkmen (1998) needs analysis is” the identifications of difficulties and standard

situations by observation of participants functioning in a target situation in conjunction with interviews and questionnaires”. She added “ language needs analysis are most often used where the learners in selected situations face very similar difficulties” (p.2).

Hutchinson and Waters (1992) defined the term needs analysis based on three elements which are necessities, wants and lacks. The first element can be explained as what the learners have to know; the second refers to what the learners feel they need to know; while, the third term represents the gap between the required knowledge in the target situation and the existing knowledge of the learners.

According to West (1994) the term needs could not have a unified definition which always be a puzzling word; whereas, Richards (2001) claim that the definition of needs rely upon those who are responsible of making judgment. Teachers, employees, administrators, learners, parents may all of them have different views about needs. Accordingly, the difference between what learners can presently do with the language and what they should be able to do cannot be looked at from one standpoint.

Needs analysis was introduced in the teaching of language through the ESP movement. It is conducted in order to investigate the needs of a particular group of learners through the use of different data collection instruments. Studies have confirmed the importance of needs analysis and its positive consequences on students’ performance so, designing lectures without using needs analysis is considered as an unprofessional work.

I .2.2 The purpose of needs analysis

Needs analysis in language teaching may be used for a number of different purposes. According to Soriano (1995, as cited in Channa, 2013) , the reasons are

“justification for funding, regulations or laws that mandate needs analysis, resource allocation and decision- making determining the best use of the limited resources and as part of program evaluations ” (p.XV). Richards (2001) states that needs analysis in language teaching can be used for a number of different purposes.

- To determine the needed skills among learners in order to fulfill the desired post, such as sales manager, tour guide or university student.
- To detect if a particular course goes or addresses the needs of its students.
- To find out which of the students from a group need more guidance in a particular language skill.
- “To identify a change of direction that people in a reference group feel is important”
- To discover the gap between the existing knowledge and the required knowledge.
- To identify the difficulties and the problems faced by the learners.

Needs analysis supply the ESP practitioner with the necessary information about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next (Richards ,ibid).

I.2.3 Types of needs

According to Hutchinson and Waters (1987) needs are divided into two types : target needs and learning needs.

I.2.3.1 Target needs

Research in ESP revealed that Munby is the first researcher who introduced the term target needs analysis to the area through his work ““Communicative Syllabus Design”(1978). . Robinson (1991) puts it: "A needs analysis which focuses on

students' needs at the end of a language course can be called a target situation analysis or TSA" (p.8). This concept is identified as "Communication Needs Processor" or "CNP". It involves "a highly detailed set of procedures for discovering target situation needs..." . According to Hutchinson and Waters (1987) "the CNP consists of a range of questions about key communication variables (e.g. participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key) which can be used to identify the target language needs of any group of learners."(p.54). In other words, it refers to what the learner need to do to communicate effectively in the target situation. The outcome is used as an aid to prepare learners for their intended use of the target language through converting the needs profile into a communicative competence specification that is presented in a form of a syllabus (Jordan, 1997). The model includes the identification of three levels of the target situation like 'necessities', 'wants' and 'lacks'.

I.2.3.1.1 Necessities

According to Hutchinson and Waters, necessities are: "the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation" (p.55).

I.2.3.1.2 Lacks

Identifying necessities alone is not a sufficient process so, it is necessary to determine the lacks of the learners. According to the existing knowledge of the learner we can detect the missing necessities. In other words, lacks are considered to be the gap between the existing knowledge and the target proficiency.

I.2.3.1.3 Wants

This element revolves mainly around the students' desires, wants and their purposes behind integrating this language into their specialization. They are considered as the personal aims of learners that they like to get from the language course. Since they are able to detect their necessities and lacks, they will be able to identify their wants based on the previous steps. This step will be a great help for teachers during the planning of ESP courses for successful language learning and teaching. Hutchinson and Waters (1987, p. 55-56).

I.2.3.2 Learning needs

This step will determine the ability of the students to move from the starting point "lacks" to the final point "necessities". It refers to what the students need to do in order to learn. Hutchinson and Waters (1987) claim that "it is naïve to base a course design simply on the target objectives" (p.61). They added that the learning situation must also be taken into account and, the target situation by itself is not sufficient to be a reliable indicator. In addition to the conditions of the learning situation, the learners' knowledge, skills, strategies, the motivation for learning, the setting and the time are important in conducting a learning need as a step in needs analysis.

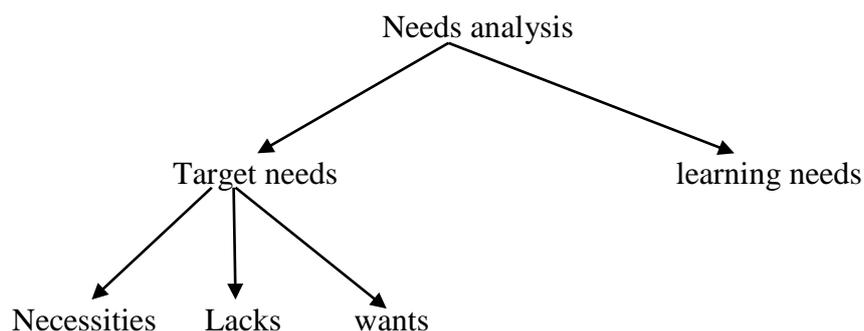


Figure 3: The Taxonomy of Needs Analysis

(Adapted from Ounis, 2005)

I .2.4 Needs analysis models

The appearance of English for special purposes as any phenomena was not sudden but it passed through several stages before it reached its present state. According to Hutchinson and Waters (1987) , there are five main phases in the development of ESP. these phases are register analysis, discourse analysis, target situation analysis, skills and strategies and learning centered approaches.

I .2.4.1 Register analysis

Register analysis was the first term introduced to teaching courses for specific purposes. This concept was brought in since different specialties contained different registers, for example, the register used in computing science is totally different from the register used in architect specialty. Consequently, the demand for courses to meet students' needs in each specialty was necessary. The teaching of grammatical and lexical features of the needed register was the main focus in the ESP courses. It concentrate on the language forms students would come across in their study (Hutchinson and Waters 1987). Which includes teaching verb forms,

nouns, phrases and vocabularies needed in the specialty(Richard 2001). However, this phase was not successful since it deals only with the language at the level of the sentence (Brunton 2009). The deficiency of register analysis was a reason in the emergence of another stage which is Discourse analysis.

I .2.4.2 Discourse analysis

Discourse analysis operates differently from register analysis. It aimed at finding out how sentences are combined to discourse to create meaning. It addressed the level above the sentence. (Richards 2009).

I .2.4.3 Target situation analysis

The term target situation analysis (for short TSA), focuses more on the communicative aspect which enables the learner to function effectively and adequately in that situation. In the earlier periods needs analysis gave attention only to linguistic and register analysis and as Dudley-Evans and St. John (1998) suggest, needs were seen as discrete language items of grammar and vocabulary. The term was first introduced by Chambers (1980, 29) in his article. For him TSA is “communication in the target situation “. With the publication of Munby’s communicative syllabus design (1978) he introduced communicative needs processor (CNP) . As Hutchinson and Waters (1987: 54) say: “With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it.”CNP included a detailed set of procedures for discovering target situation needs , such as

- (1) Why is the language needed ?
- (2) How will the language be used ?
- (3) What will the content areas be ?

(4) Where will the language be used ?

(5) When will the language be used ?

These questions are based on analyzing language communication in the target situation in order to provide a communicative needs profile for a specified group of learners. The communicative need processor profile attempts to select the skills and the linguistic forms needed in the target situation. CNP model includes nine components which are: participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key.

I .2.4.4 Strategy Analysis or Learning Needs Analysis

From the name of this type we can predict that it is concerned with the strategies used by the learners in order to learn another language. Skills and strategies stage aims to “consider not the language itself but the thinking processes that underline language use” (Hutchinson and Waters.p.13). This phase had a remarkable change since no more focus is given to the surface forms of language. Hutchinson et al (1987) argued that: "...no need to focus closely on the surface forms of the language the focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms"

Hutchinson and Waters suggest a framework for analyzing learning needs which consists of several questions, each divided into more detailed questions. The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is the following:

1. Why are the learners taking the course?

- compulsory or optional;

- apparent need or not;
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

2. How do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques bore/alienate them?

3. What sources are available?

- number and professional competence of teachers;
- attitude of teachers to ESP;
- teachers' knowledge of and attitude to subject content;
- materials;
- aids;
- opportunities for out-of-class activities.

4. Who are the learners?

- age/sex/nationality;
- What do they know already about English?
- What subject knowledge do they have?
- What are their interests?
- What is their socio-cultural background?
- What teaching styles are they used to?
- What is their attitude to English or to the cultures of the English speaking world?

Finally, as Allwright (1982, cited in West, 1994) says the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning.

I .2.4.5 The learning-centered approach

The aforementioned stages are all based on the description of language use but this stage focuses on language learning. In this phase more attention was given to the learner in the language learning/ teaching process. The needs, the wants and the lacks of the students are considered as the core parameters in the process of syllabus design. An affective ESP syllabus should fulfill the present needs of the learners as well as the needs of their future career.

I .2.5 The importance of conducting needs analysis

Needs analysis has an important role in carrying an ESP course design, syllabus design and material selection. It is perceived as a vital means in data gathering and investigation.

The idea of focusing on learners' needs originated in the 1970s resulting from the interest in the design of language courses that could satisfy individual and social needs (Palacios Martínez 1992:135). McDonough (1984) stated that the language needs of the learner should be the basis for course development. He said, "information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content." (p.29).

Needs analysis or needs assessment is a systematic approach conducted in order to examine the knowledge, the skills, the ability, the interest and the attitude of a group of learners who are involved in a particular subject. Being aware of all these information will enable the course designer to produce a

specification of language skills, functions, and forms as required in the learner needs profile. It is used by ESP practitioners in order to obtain all the necessary information that contain the issues and the problems faced by learners to design an effective syllabus that meet the students' needs. As it is stated by Basturkmen (2006) "the task of the ESP course developer is to identify the needs of the learner and design a course around them" (p. 18).

Riddell (1991) mentioned the significant role that needs analysis contributes in syllabus and course design. As he puts it , "...through it [needs analysis] the course designer becomes equipped to match up the content of the program with the requirements of the student body [what learners need]." (p.75). other researchers consider needs analysis as the first step that any course planner should take. Jordan (1997) stated that" needs analysis should be the starting point for devising syllabus, course materials and classroom activities". (p.22)

Needs Analysis, thoughtfully performed by Cawley (2009:3), provide the following:

- **“Impact:** Insights about how education and training can impact the audience;
- **Approaches:** Knowledge about educational approaches that may be most effective;
- **Awareness:** of existing programmes and of gaps in available training to enable efficient use of resources.
- **Outcomes:** Information about the current situation that can be used to document outcomes;
- **Demand:** Knowledge about the potential demand for future programmes and textbooks.

- **Credibility:** that the programme is serving the target audience, an important part of communicating greater competence and professionalism to funding' authorities who want to know a program or textbook's impact.”

Collecting and analyzing needs analysis data will allow the ESP teachers to obtain information about the gap between the existing knowledge and the needed one . Filling that gap becomes the purpose of the next generation in education in general and the aim of syllabus course design in particular. Accordingly, Evans and John (1998) argued that needs analysis in ESP is a useful tool to determine the following information:

1. Professional information about the learners: the tasks and activities learners are/will be using English for- target situation analysis and objective needs.
2. Personal information about the learners: factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English-wants, means and subjective needs.
3. English language information about the learner: what their current skills and language use are- present situation analysis.
4. The learners lacks: the gap between present situation analysis and target situation analysis-lacks.
5. Language learning information: effective ways of learning the skills and language- learning needs.
6. Professional communication information about learners: knowledge of how language and skills are used in the target situation.

7. What is wanted from the course.

8. Information about the environment in which the course will be run- means analysis personal information about learners (p. 125).

Dudley-Evans (1998) established a model for Business English courses which contain the following aspects illustrated in the figure:

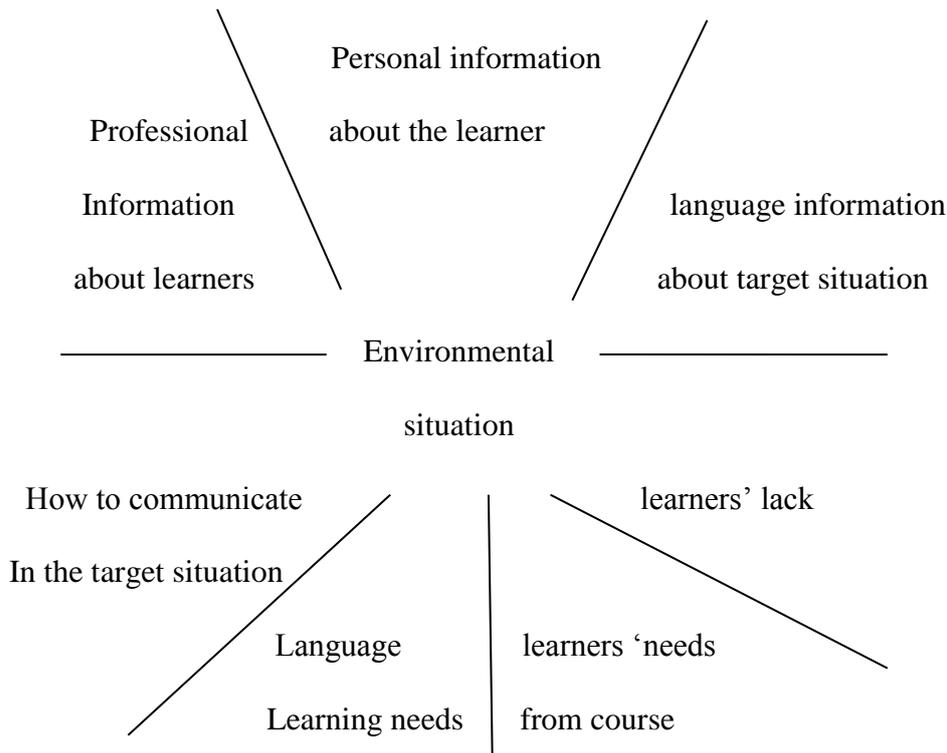


Figure 4: What Needs Analysis Establishes
(Adapted from Dudley Evans and ST John, 1998, p. 125)

I .2.6 Steps in conducting Needs Analysis

Gravatt, Richards, and Lewis (1997), as cited in Richards, (2001, p. 6) stated the following procedures which have been used in investigating the language needs of non English-background students at New Zealand University:

1. " Literature survey.

2. Analysis of wide range of survey questionnaires.
3. Contact with others who had conducted similar surveys.
4. Interviews with teachers to determine goals.
5. Identification of participating departments.
6. Presentation of project proposal to participating departments and identification of liaison person in each department.
7. Development of a pilot student and staff questionnaire.
8. Review of the questionnaires by colleagues.
9. Piloting of the questionnaires.
10. Selection of staff and student subjects.
11. Developing a schedule for collecting data.
12. Administration of questionnaires.
13. Follow-up interviews with selected participants.
14. Tabulation of responses.
15. Analysis of responses.”(p.64)

I .2.7 Instruments for needs analysis

The purpose of conducting a needs analysis is to identify information related to language skills needed among a specific group of learners for a specific purpose. ESP practitioners have to follow effective steps using valid tools. questionnaire, interview and classroom observation are the most used instruments in conducting a needs analysis .

According to Merriam Webster “questionnaire is a set of questions for obtaining statistically useful or personal information from individuals “ . It allows the need analyst to detect the language needs , difficulties and wants of the students as well as their opinions and expectations towards the ESP course.

According to Nunan (1992) "A questionnaire is an instrument for the collection of data, questions and other probes requiring a response from subjects" (p. 231). Questionnaires can include three different types of questions : open , closed or open closed questions , the use of the last type can establish a more accurate information . this view was supported by Nunan (1992) who stated that "While responses to closed questions are easier to collect and analyze, we often obtain more useful information from open ones. It is also likely that responses to open questions will more accurately reflect the respondent answer" (p. 143).

The other most wide used instrument in needs analysis is the interview. Gillham (2000) defines interview as: "A conversation usually between two people. But it is a conversation where one person -the interviewer- is seeking responses for a particular purpose from the other persons: the interviewee" (p. 1).

The above mentioned instruments occupy an important part in the process of assembling and assessing students' needs. However, they have several advantages and drawbacks .according to the discussion of Kumar about these elements . First , as advantages he sees that questionnaires do not take much time, and it can be used with a large number of respondents. Taking this into account , the respondents are going to be anonymous and this can allow them to state their opinion and ideas freely and frankly ; While in the interview the investigator can probe responses and thus gain an in-depth understanding of the opinions and information offered. Additionally, unclear questions or answers can be clarified during an interview. Second, for the drawbacks , Kumar sees that in questionnaires people tend to think carefully before providing their answers .

consequently this may lead the respondents to try to provide idealized responses (responses they see as socially desirable) . whereas , Good interviewing skills do not come naturally to everyone and some interviewers may let their own opinions come across too strongly and lead to bias in the interview.

Conclusion

A needs analysis is a valuable device to explore learners' needs, however as Chambers (1980) claimed that it is most certainly not a simple procedure to undertake. The expression "needs" is now and again observed as necessities, needs, and needs. Along these lines, to overcome this difficulty, Chambers proposes to find in necessities "priorities" which are built up by needs analysis as the main basic step. These priorities will decide a definitive goals to be satisfied and the shape, the ways also, the capacities to which the English language will be put.

Chapter two

Field work

Introduction

This research work is conducted in order to investigate the status of the English language and the students' needs when teaching English in Human resource management Department at Mohamed Khider Biskra University. Furthermore, it seeks finding the difficulties faced by both teachers and learners in this department. In order to reach these objectives, different methods of data collection are used which are: Students and teachers questionnaires and the analysis of the ESP courses.

II.1 The population

A sample of fifty (50) students from Human resource management department is selected randomly in order to conduct this research. level of learners is not taken into account. As we have questioned five (05) teachers from the same department so that to obtain considerable information. In that sense, 50 students are selected because this number represents the half of the number of the whole class.

II.2 Students' questionnaire

II.2.1 Description of the Questionnaire

The questionnaire is presented in the form of questions and the main objective behind it is to verify the research hypothesis. The present

questionnaire contains questions and it is divided into two parts as explained below.

Part one aims at finding personal information about the students , whereas part two aims at exploring students' perception towards the English language needs , and it is divided into two sections .

Section one (Q5-Q12) aims at exploring the situation of ESP courses and the difficulties faced by students when dealing with the English language .

Section two (Q13-Q19) aims at giving detailed information about the ESP courses and the needs of the students .

II.2.2 Analysis of students' questionnaire

II.2.1.1 part one: Background Information

This part is intended to collect personal information from the students.

According to the first two questions, it is noticeable that there is an equality between the number of males and females between the age of 22 to 45.

Question 3: Do you consider English important to your studies?

Table 1: Importance of English

	Number	Percentage
Yes	41	82%
No	09	18%
Total	50	100%

Table (1) indicates that 82% of the respondents have answered by “yes” while 18% of them have answered by “No”. Since the majority of the students have

answered by “yes”, one can conclude that English is very important to their studies , consequently they are highly motivated to study the English course .

Question 4 : have you tried to improve your English outside the university ?

Table 2: Additional training

	Number	Percentage
Yes	32	64%
No	18	36%
Total	50	100%

64% of the respondents have answered by “yes” while 36% have answered by “No”. Since a large portion of the population have answered by “yes” , this indicates the real interest of the students toward the English course and their awareness of its importance .

II.2.1.2 Part two: students’ perception towards the English language needs.

II.2.1.2.1 Section one: the situation of ESP courses in human resource management

branch

Question 5: which skill do you consider the most important for you ? and why do you consider number one the most important ?

Table 3: Classification of the importance of the four skills

	Rank 1	Rank2	Rank 3	Rank 4	Total
Speaking	21	08	09	12	50
	42%	16%	18%	24%	100%
Listening	10	16	12	12	50
	20%	32%	24%	24%	100%
Writing	08	05	17	20	50
	16%	10%	34%	40%	100%
Reading	16	20	08	06	50
	32%	40%	16%	12%	100%

The aim of this question is to know the opinions of the students about the importance of the English language skills .It can be said that students agreed about the importance of speaking and reading skills. In fact it explains more the necessity of learning a language to use it in communication. Students also agree that listening and writing skills are less important. Thus, answers to that question show students' preference to the speaking skill, as it represent (42%) of the answers. The writing skill represents the lowest rate of importance according to them, and the investigator can guess that there is a real deficiency as far as writings concerned from the results. However, the writing skill represented 16% of the answers, whereas, the reading skill was preferred by (32%) of the respondents.

Answers show that skill preferences are different and the ESP teacher have to find a balance in order to attract attention of all the students.

-From the results, one can say that most of the students agreed on the importance of the speaking skill and their reasons behind choosing this skill can be summarized as follows:

There are many reasons why 42,5% of the students consider speaking as the most important skill .First of all , it helps them to communicate easily with others especially when they are working or they are travelling abroad . The second reason is that with the speaking skill, students will be able to put words together in a meaningful way to express their opinions , feelings and thoughts clearly .Finally , students prefer speaking so that they can use and practice the grammar of the language .

Question 6: do you find difficulties in using English?

Table 4: Frequency of difficulties in using English

	Number	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

According to the results , the majority of the students find difficulties in using English ; 60% have answered “yes” while 40% have answered “no”.

Question 7 : If yes , what are they ?

This question concerns only those who have answered “yes” to the previous question.

The difficulties faced by the students are :

- Difficulty in pronunciation.
- Difficulty in speaking (communication).
- Difficulty in writing .
- Difficulty in understanding the language.
- Difficulty in using the grammar of language.

Question 8 :what are your objectives from studying English?

The objectives of the students from studying the English language are :

- To increase knowledge.
- The ability to master the four skills.
- Communicating with people especially foreigners.
- Keeping up with technological developments.
- Read more documentation in English in their specialty.
- Using the language while travelling.
- Using the language in work.

Question 9: do you use any books/documentation in your own field printed in English?

Table 5: The use of Books Written in English

	Number	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

On the basis of the results shown in table 5 , we notice that 60% of the respondents have answered "yes" whereas 40% have answered "no". The

percentages indicate that the majority of students use specific documentation written in English, however, the rest do not.

Question 10: If “yes”, at what degree are you able to use them?

Table 6: Percentage of Use of Books Written in English

	Number	Percentage
25%	17	56.6%
50%	8	26.6%
75%	5	16.6%
100%	0	0%
Total	30	100%

This question is concerned only with those who have answered “yes”. It is noticed that the majority of the respondents (56%) are able to use 25% of the documentation in English ; 26.6% of the students are able to use 50% of the sources; and 16.6% of them are able to use 75% of the documents ; while none of them is able to use them 100% .

Question 11: what are the difficulties that you face while using these documentation ?

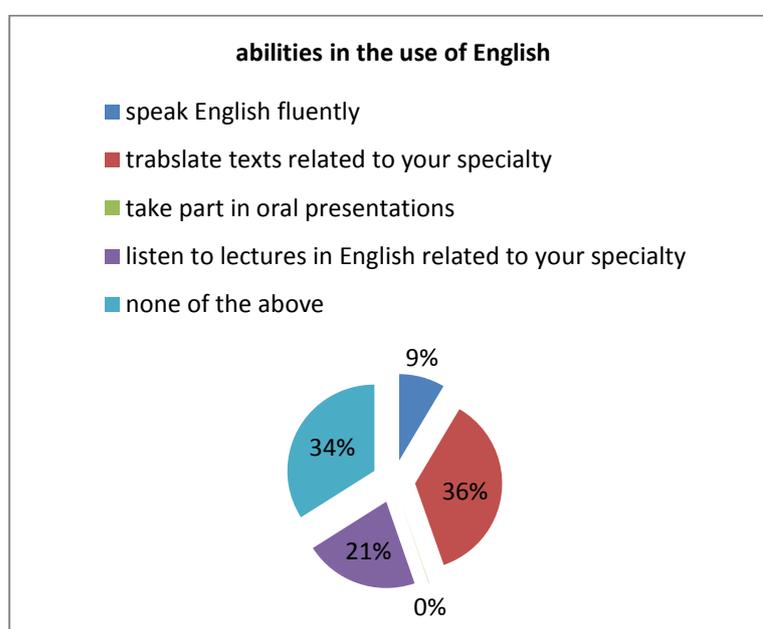
When the students were asked about the difficulties that they face while using documentation in English, they mentioned these points:

- The difficulty of translation
- The difficulty of understanding the terms related to their specialty
- The difficulty of understanding and relating ideas together.
- The difficulty of finding several meanings to one term.

Question 12: at the end of your studies, you are able to:

Table 7: Abilities in the Use of English

	Option	Number	Percentage
A	Speak English fluently	4	8%
B	Translate texts related to your specialty	17	34%
C	Listen to lecture in English related to your specialty	10	20%
D	Take part in oral presentations	3	6%
E	None of the above	16	32%
	Total	50	100%



The results expressed in table 7 illustrate in a clear way the answers provided about the different abilities expected from the students at the end of their studies. 34% of the students have chosen option “b” because of the nature of the courses that they are taking which focus on translating texts related to their specialty while 32% of the students have chosen option “e” which means that they didn’t benefit from the English course. Furthermore, options “a” and “d” with results of 8%, 6% indicate a lack for the speaking skills.

II.2.1.2.2 Section two: ESP courses and students' needs

Question 13: do you think that the lessons you are taking meet your needs in English?

Table 8: Meeting Students' Objectives

	Number	Percentage
Yes	22	44%
No	28	56%
Total	50	100%

According to the results recorded in the table above, 44% of the respondents have expressed a favorable attitude towards English learning while 56% have not. For instance, those who have expressed a positive attitude towards English learning might have acquired a valuable experience in their previous English learning. They may also feel a further need for learning English because of the specificity of their subject discipline. According to Kennedy and Bolitho (1984) "A learner is bound to approach an ESP course with heightened expectations" (p.135).

If this is not the case for the other 56% who have showed a negative attitude, it is explained by an unsuccessful previous English learning or perhaps by the feeling that English learning is not an absolute necessity.

Question 14: why?

For those who have answered "Yes", they justified their choice by the following reasons:

- It is related to their specialty
- Meet their needs in their studies.
- It is useful for their studies

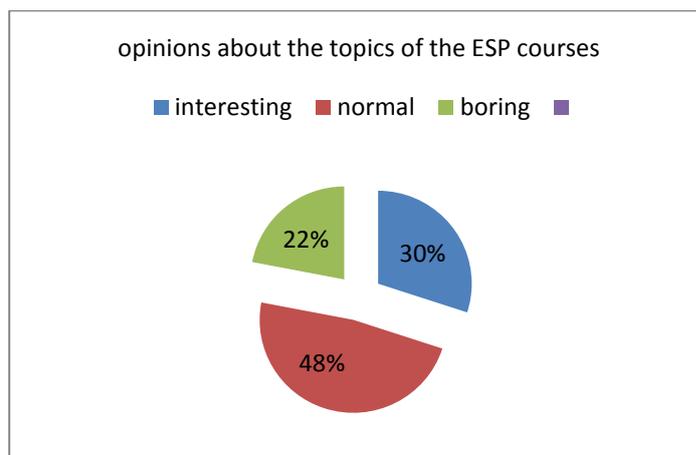
For those who have answered "No", they justified their choice by the following reasons :

- It is useless because it focuses on one aspect
- It doesn't match their needs and wants
- It is not enough and it needs improvement
- It is not varied

Question 15: what do you think of the topics in the current ESP courses?

Table 9: Opinions about topics of the current ESP courses

	Number	Percentage
Relevant	15	30%
Less relevant	24	48%
Not relevant	11	22%
Total	50	100%

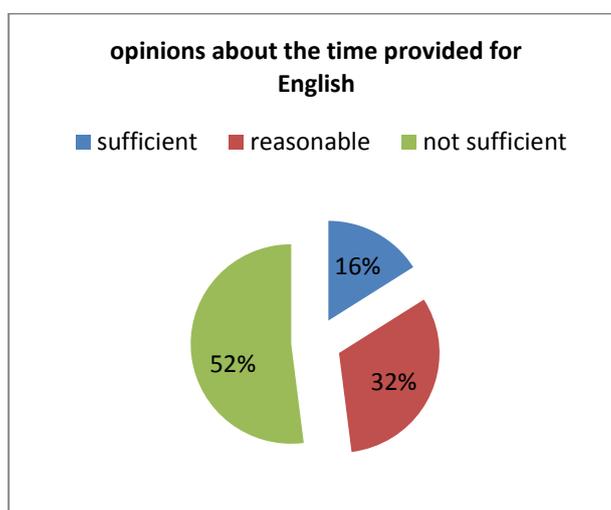


This question tends to investigate if the students support or reject the content of the course presented by the teacher and the degree to which it satisfies the students' needs. The majority of the students (48%) think that the lessons that they are taking satisfies their needs but it needed improvements when they choose the option less relevant, 30% of the students see that what they learn is interesting which means it satisfies their needs completely ; while 22% of the students feel that the content of the courses is not relevant .

Question 16: do you find the time provided for English learning?

Table 10: Opinions about the time provided for English

	Number	Percentage
Sufficient	8	16%
Reasonable	16	32%
Not sufficient	26	52%
Total	50	100%



This question has focused on students' viewpoint of learning needs related to the period of time which is provided to the English course .Time is considered as an important factor which must be taken into account when designing an ESP course. Robinson (1989: 398) expresses this fact: "...ESP courses are normally constrained by a shortage of time."

In this question three options have been provided to obtain a valuable appreciation concerning this main point .a great majority of the students 52% have affirmed the insufficiency of time provided for the English course; 32% think that it is reasonable ; while just 16% have said that time is sufficient . Therefore, we can

say that a large proportion of the sample think that the number of hours allocated to English learning is not sufficient, if not just reasonable.

Question 17: in your opinion, is it necessary to increase the number of hours per week?

Table 11: opinions about increasing time

	Number	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

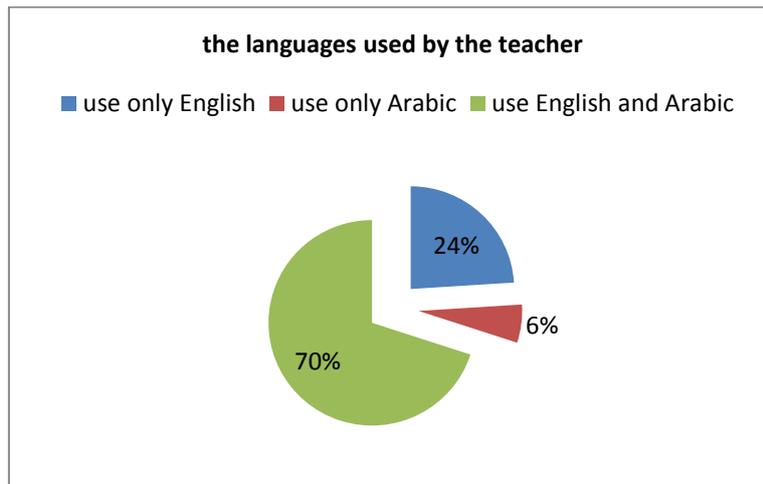
This question is related to the previous one when the students were asked about the provided time for the English course, they considered it not enough. Moreover, in this question they consider that the period of English teaching in the whole curriculum must be lengthened .the results indicate that the students need more time to learn the English language. From the results, one can say that the students are motivated to learn English because they supported the idea of giving much time to the English course. 70% have answered “Yes” and only 30% have answered “No”.

Question 18: In your opinion, during the ESP course the teacher should:

Table 12: the languages used by the teacher

	Number	Percentage
--	--------	------------

Use only English	12	24%
Use only Arabic	3	6%
Use mainly English and use Arabic only to explain difficult terms and issues.	35	70%
Total	50	100%



70% agree that Teacher should use mainly English but in difficult situation, he/she can use the Arabic language.

Question 19: what are your suggestions to improve the English course?

When the students were asked about what they suggest in order to improve the English course, they suggested the following points:

- The increase of the time and number of sessions provided for the English course
- The use of audio- visual aids
- The use of flash cards and worksheets
- Teacher should emphasize on principles of English language (Grammar, ...).
- Encourage a dialogue between students during the session.
- Encourage individual presentation of a subject related to the field.

- Teaching the basics of English language.

This last point of the questionnaire belongs to the needs analysis which is considered the corner stone of ESP and leads to a much focused course (Dudley-Evans and St. John, 1998, p. 122). According to Wright (2001), the content of ESP course should be determined by a comprehensive needs analysis as the first step is seen as being absolutely crucial if ESP practitioners wish to design a course that will maximally benefit their learners. Songhori considered that the needs analysis has a vital role in the process of designing and carrying out any language course, whether it will be English for Specific Purposes or General English course.

II.3 Teachers' questionnaire

II.3.1 Description of teachers' questionnaire

A questionnaire has been administered to five English language teachers who are actually teaching in Human Resource Management Department. A certain number of items that have been proposed are expected to enhance the appraisal of the students' needs analysis that we intend to conduct. This has resulted in twenty questions divided into two main parts as what follows.

II.3.1 analysis of teachers' questionnaire

II.3.1.1 part one: Background information

This section is intended to collect personal information from the teachers. . It indicates that there are five female teachers; all of them have a Master degree of English with one year teaching experience in this department, the teachers did not have any previous teaching experience. And they claimed that they have no

special training in ESP except for the courses that they have been taught at the university, consequently they all agree on the necessity of training before teaching ESP courses .

In view of that, Hutchinson and Waters (1987) stated that “Many teachers who have trained for General English or for the teaching of Literature may suddenly find themselves having to teach with texts whose content they know little or nothing about” (p. 160).

II.3.1.2 Part two: teaching situation

II.3.1.2.1 Section one: the situation of ESP courses in the department:

Question 1: How do you evaluate the level of your learners?

Table 13: Evaluation of students’ level

	Number	Percentage
Beginners	3	60%
Intermediate	2	40%
Advanced	0	0%
Total	5	100%

According to the results recorded on Table (13), 60% of the teachers expressed that the learners are beginners ; 40% said that the students have an intermediate level; while none of them declared that students have an advanced level . Teachers agreed to answer that ESP learners are not holding a solid fundamental English background and this may be due to their previous studying experience.

Question 2: Which skill are you concentrating on when presenting your lessons?

Table 14: the skills used in the presentation of a lesson

	Number	Percentage
Speaking	2	33.33%
Reading	3	50%
Listening	0	0%
Writing	1	16.66%
Total	6	100%

The two skills that ESP teachers emphasis on are reading and speaking. We can infer that the two other skills are almost neglected; and according to the teachers they are not an absolute necessity as they are restricted by time. Reading is taught by delivering texts to students. Teachers believe that students practice their speaking skills while reading the texts loudly and also while answering the verbal questions. Kennedy and Bolitho (1984) showed that “In any case, the skills are seldom practiced in total isolation; a lesson focused on reading may involve any or all of the other skills” (p.69)

Question 3: When presenting the lessons, you use:

Table 15: the languages used by the teachers

	Number	Percentage
English	1	20%
Arabic	0	0%
English and Arabic	4	80%
Total	5	100%

Most teachers agree that they use the English language as well as Arabic because of the low level of students.

Question 4: According to your observation, what is the most needed skill among learners?

Table 16: the most needed skills among students

	Number	Percentage
Speaking	3	42.86%
Writing	3	42.86%
Reading	1	14.29%
Listening	0	0%
Total	7	100%

According to the results shown in table 15, the most needed skills that teachers have observed among students are speaking and writing .Since the two skills are productive, it requires a lot of practice from the students and a sufficient time; however, these two aspects are hard to realize.

Question 5: what aspects of English do you focus on?

- a) Grammatical structures related to general English
- b) Lexical items related to general English
- c) Lexical items related to the specialty

The majority of the teachers claim that they focus on teaching only lexical items related to the specialty, neglecting all the other aspects; and the reason behind this is the insufficient period of time devoted for the English course as well as the difficulty of designing a varied lecture that contains the different aspects of language.

Question 6: how motivated are your students?

Table 17:students' motivation.

	Number	Percentage
Very motivated	0	0%
Quiet motivated	2	40%

Not motivated	3	60%
Total	5	100%

The majority of the teachers (60%) agreed on the low motivation of students; 40% of them said that the students are quiet motivated; while none of the teachers report the high motivation of the students.

Question 7: why?

This question is related to the previous one. Here some reasons given by the teachers on why students are not motivated inside their classrooms:

- The lecture is not a TD session and the presence is not counted.
- The different levels and capacities of the students in one class
- The nature of the courses delivered to the students.

II.3.1.2.2 Section two: ESP courses and students ‘needs

Question 8: do you think that the time allotted for teaching English is sufficient?

Table 18: time provided for the English course

	Number	Percentage
Yes	1	20%
No	4	80%
Total	5	100%

The allotted time for teaching ESP course at this department is only one hour and half per week, which is according to the majority of teachers not sufficient at all to realize the course objectives.

Question 9: How much do you use specialized terms per session?

Table 19: the usage of specialized terms per session

	Number	Percentage
Very much	1	20%
Much	4	80%
Little	0	0%
Total	5	100%

Teachers choose options (b) and (c) respectively; perhaps it is the result of the low level of students and the difficulty of those specific terms.

Question 10: do you think that the content of ESP courses meets the needs of the students?

Table 20: ESP courses and students' needs

	Number	Percentage
Convenient	2	40%
A bit convenient	3	60%
Not convenient	0	0%
Total	5	100%

Teachers are somehow satisfied with the content of the current English course, and judge it a bit convenient to the students' needs.

Question 11: do you think that the learners should participate in the elaboration of the ESP program? Justify?

Table 21: the elaboration of students in the ESP program

	Number	Percentage
Yes	4	80%
No	1	20%
Total	5	100%

Most of the teachers (80%) agreed on the participation of the students in the elaboration of the ESP program because of many reasons:

- Students will be able to interact effectively with their teachers.
- Students will acquire effectively with the content they choose.

- It helps in enhancing the level of the students since they know their needs, wants and lacks.
- It can help teachers in making decisions by adding notes that the teacher did not pay attention to it.

Question 12: What teaching materials do you use?

Handouts and black board are the most used teaching materials in the ESP course .This indicates the absence of audio-visual materials that motivate the students to learn effectively.

Question 13: Do you follow an official program?

Table 22: the use of an official program

	Number	Percentage
Yes	0	0%
No	5	100%
Total	5	100%

All the respondents have ticked the “No” answer of the question. Thus, the teachers do not use any program of English language proposed or prescribed by the Department the students belong to. This indicates the absence of an official program i.e. the teachers are responsible of designing a program of their own. In this account, Kennedy and Bolitho (1984) write that "ESP programs are often the indirect result of political decisions made at governmental level about the role of English within the country in which the learner is studying. These decisions may restrict or widen the role, and hence the use, of English within the community"(p.11).

Question14: Do you use needs analysis before designing your lectures?

Table 23: the use of needs analysis

	Number	Percentage
Yes	1	20%
No	4	80%
Total	5	100%

This question tends to investigate if the teachers use needs analysis before designing their lectures. 20% of the teachers have answered “yes” while 80% have answered “no”. Since the majority of teachers don’t use needs analysis, this may lead to the incompatibility between the content of the ESP courses and students’ needs.

Question 15: Do you collaborate with specialists in your text selection?

Table 24: collaboration with specialists

	Number	Percentage
Yes	3	60%
No	2	40%
Total	5	100%

The above table indicates that 60% of the respondents have answered by “yes” while 40% of them have answered by “No”. Since the majority of the teachers have answered by “no”, one can conclude there is a lack in the co-operation between the language teachers and the subject teachers. Kennedy and Bolitho (1984: 13) put:”A further aspect concerns the role of the subject teachers, since any decision to use an ESP approach relating to a specific subject will inevitably demand some degree of cooperation between language teachers and subject specialists.”

Question 16: Do you find difficulties in preparing the lectures?

Table 25: difficulties in the preparation of lectures

	Number	Percentage
Yes	5	100%
No	0	0%
Total	5	100%

On the basis of the results shown in table 24 , we notice that 100% of the respondents have answered "yes" whereas 0% have answered "no". The percentages indicate that all the teachers find difficulties in preparing ESP lectures for the students.

Question 17: If yes, would you mention some of these difficulties?

When the teachers were asked about the difficulties that they face while preparing lessons, they have mentioned the following points:

- Lack of experience and information about the specialty.
- The difficulty in finding the accurate term in Arabic when translating texts.
- The difficulty in selecting easy and clear content like terms, definitions and texts.
- Teaching ESP is totally different from teaching general English.
- The difficulty in understanding the technical terms.

Question 18: what do you suggest as a solution to overcome the difficulties of students in learning English?

When the teachers were asked about what they suggest in order to overcome the difficulties of students in learning English, they suggested the following points:

- The necessity of devoting extra time to the English course in order to realize all the necessary objectives.
- Taking into consideration the needs of the students when designing lessons.
- To consider English as a TD session in order to oblige the students to attend.

- To improve their English outside the university by reading more books.
- Motivate students through the different strategies and methods.

II.4 Analysis of the ESP courses

In this part we are going to analyze the ESP courses taught in the human resource management department. First, the course is a collection of paragraphs related to the specialty about different topics such as job design, employees training and development, recruitment and teamwork. The contents are taken from different sources like articles, research papers and websites. The students are asked to form groups of four members in order to translate the content from the English language to Arabic .the course contains a variety of technical terms , the students are allowed to use electronic dictionaries to help them in translating these terms. At the end of the session, the students are asked to give back their work in order to be corrected and discussed in the next session.

After a close analysis to the ESP courses, we observed the following:

- The total absence of teaching the other skills (writing, speaking, listening)
- More focus is given to the technical terms
- The total absence of teaching grammar
- More focus is given to translation
- No teaching of general English
- the course is not varied (it focuses only on translation)

II.5 Discussion of the results

The analysis of students' questionnaire revealed that students express an urgent request of English and this shown through their positive attitude towards English

and their awareness of its importance. The first section of the second part was about the situation of English courses in the human resources' management. It demonstrates the urgent need of students toward the speaking skill to use it in communication. Moreover, the majority of the students expressed the existence of difficulties as they use the English language. These problems revolve mainly around the four skills, lack of vocabulary and the grammar of the language. Therefore, all their objectives focus on mastering the language in order to use it in their academic and occupational life. The obtained results also showed that students who use documentation written in English are not able to fully understand the terms related to their specialty as well as understanding the intended meaning of the content.

Moving to the analysis of the second section that is about ESP courses and students' needs. Master one students are adult learners who are able to judge the content of the ESP courses; Consequently, we can see that dissatisfaction has been communicated by the majority of the students, this is due to the unvaried nature of the lessons; Consequently, students consider it as useless and boring. These findings indicate that students' needs are not taken into account when planning lectures. As a result, a newly designed courses would enable these students to learn relevant specific language context that would serve to prepare them adequately for their academic year and future career in their area of specialization.

II.5.1 Weaknesses of the nature of ESP at the department

After the analysis of both students' and teachers' questionnaires. It is seen that a certain number of issues has appeared.

According to the teachers, there is no pre-determined syllabus or course book they are required to follow and, the ESP course content is not clearly

specified. The selection and organization of the materials are entirely left to the teachers who noted that they face many difficulties during courses design. The problem of materials was also pointed by teachers and students since the only materials used during the lectures were handouts and black board due to the lack of audio-visual materials to carry out the English lectures. Another problem faced by the teachers, is the content of the course. The language teacher, not being specialist in the specific area cannot decide by himself how to adapt the text in terms of subject matter; in that point it is important to work hand in hand with the subject specialist to select the appropriate courses .Therefore, there is an agreement among all the participants on the fact that they mainly emphasize their courses on reading comprehension and translation rather than on grammar, writing, pronunciation and speaking. In addition, all the teachers insisted on the fact that they use English during the lectures and from time to time they explained some words in Arabic when necessary. According to them, the present courses were interesting but redundant that is why it helped the students to develop some skills but not all of them.

II.5.2 The Students' English Language Needs

The discussion of the results was based on Hutchinson & Waters' (1987) target needs, regarding the students' necessities, lacks and wants. It is noticeable that English is very important for students in their field of studies since they are making an effort to improve their level outside the university.

First of all, the results represent the students' English language necessities . The results present the English language skills that students would most like to learn, which are : speaking.

Secondly, regarding the students' English language lacks, the findings reveal that they are unable to practice effectively the four skills needed to master the language especially the speaking and the writing skills as it is declared by the teachers. On the other hand, they described themselves to be weak in understanding and translating texts when using documents written in English .

Finally, in terms of the English language wants, students indicate they want more training to develop their speaking skill in the English language. Since they suggested more activities related to communication .In addition to their desire to learn the basics of the English language.

II.6 Recommendations

The researcher observed that after we have stated the interpretation of the findings of the this study, obviously it is necessary to propose some tentative solutions or suggestions for improvement, because the results of the study may be an aid to the further development of ESP program basing on the English language needs of students and improvement of the current program to better meet the needs of the students at the human resource management Department at Mohamed Khider Biskra university. Thus it is recommended to:

- The current English language program must be shifted to an ESP program to meet the specific needs of students.
- When designing an ESP course, the priority should be given to speaking, communication, and writing skills among the other language skills.
- The number and duration of courses should be increased so that English

language becomes an essential course at the department .

- When ESP course is prepared and developed, much more attention should be given to students' needs.
- The ESP course should be varied, it should include different activities like: oral presentations, specialized vocabulary, grammar activities and topics relevant to students' area of specializations.
- The focus should be on teaching the speaking and the writing skills
- The necessity of providing a course book in order to help both teachers and students
- Teachers should use modern technologies, audio-visual aids and any other materials to help in the motivation of students; owing to the different learning strategies and learning styles of the learners.
- The necessity of the collaboration between teachers of English and specialized teachers in order to overcome the difficulties while preparing lessons.
- The necessity of for a specialized training so as to improve and facilitate ESP teaching and learning.
- The training should involve a practice in needs analysis, material selection and course design.

General conclusion

This study was conducted to investigate the current status of the ESP courses of human resources' management department at Muhammed khider University. Additionally, it has presented the difficulties faced by both students and teachers while learning/teaching the English language. On top of that, the research highlighted whether there is a consideration of students' needs while designing the ESP courses. The findings revealed the incompatibility of students' needs with the designed lectures. All the four skills are greatly needed. the speaking skill was considered the most important.

Therefore, more English courses specially designed to students' needs were recommended as an urgent need for the students.

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APPENDICES

Appendix 01

Mohammed Khider University of Biskra

Faculty of Arts and Languages

Department of foreign Languages

Division of English

Questionnaire for Students

Dear students,

This questionnaire constitutes an essential part of my Master dissertation on the E.S.P courses and students' needs. You are kindly requested to fill it out and your voluntary participation is appreciated.

Part one: background information

Age:

Gender: Male Female

3-do you consider English important to your studies?

Yes No

4-have you tried to improve your English outside the university?

Yes No

Part two: students' perception towards the English language needs

Section one: the situation of ESP courses in human resource management branch

5-which skill do you consider the most important for you? Classify them from 1 to 4

- a) speaking
- b) writing
- c) listening
- d) reading

6-do you find difficulties in using English?

Yes No

7-If yes, what are they?

.....
.....

8- what are your objectives from studying English?

.....
.....

9- do you use any books/documentation in your own field printed in English?

Yes No

10-If "yes" at what degree are you able to use them?

- a) 25%
- b) 50%
- c) 75%
- d) 100%

11- what are the difficulties that you face while using these documentations?

.....
.....
12- At the end of your studies, are you able to:

- a) Speak English fluently
- b) Take part in oral presentations
- c) Translate texts related to your specialty
- d) Listen and understand lectures related to your specialty
- e) None of the above

Section 2: ESP courses and students' needs

13- Do you think that the lessons you are taking meet your needs in English?

Yes No

14- Justify?
.....
.....

15-What do you think of the topics in the current ESP courses?

- a) relevant
- b) less relevant
- c) not relevant

16- Do you find the time provided for English learning?

- a) Sufficient
- b) Not sufficient
- c) Reasonable

17- In your opinion, is it necessary to increase the number of hours per week?

Yes No

18- In your opinion, during the ESP course the teacher should:

- a) use only Arabic
- b) use only English
- c) use mainly English and use Arabic only
to explain difficult terms or issues

19- What are your suggestions to improve the English course?
.....
.....

Appendix 02

جامعة محمد خيضر بسكرة

كلية الآداب و اللغات

تخصص لغة إنجليزية

استبيان خاص بالطلبة

أعزائي الطلبة

هذه الاستمارة تشكل جزء أساسي من البحث الخاص بمذكرة التخرج لنيل شهادة الماستر تخصص لغة إنجليزية حول دراسة "تحليل كل من دروس اللغة الإنجليزية واحتياجات طلبة تخصص تسيير الموارد البشرية"

لذا يرجى منكم ملئ الاستمارة بكل عناية و نشكر لكم حسن التعاون و المشاركة .

العمر.....

الجنس ذكر أنثى

3-هل تعتبر اللغة الانجليزية مهمة لدراستك؟

نعم لا

4-هل حاولت أن تحسن من مستواك في اللغة الإنجليزية خارج دراستك الجامعية؟

نعم لا

5- أي من هذه المهارات تعتبرها الأهم بالنسبة إليك؟(رتبها حسب الأفضلية من 1 إلى 4)

أ- الكلام
ب- السمع
ت- الكتابة
ث- القراءة

-لماذا تعتبر رقم واحد هي الأهم؟

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

6-هل تجد صعوبات في استعمال اللغة الانجليزية؟

نعم لا

7- إذا أجبت بنعم , فيما تتمثل هذه الصعوبات؟

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

8- ماهي أهدافك من دراسة اللغة الانجليزية؟

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

9- هل تستعمل اي مراجع او وثائق بالانجليزية متعلقة بمجالك ؟

نعم لا

10- إذا أجبت بنعم, إلى أي درجة تستطيع استعمالها ؟

- أ- 25 %
ب- 50 %
ت- 75 %
ث- 100 %

11- ماهي الصعوبات التي تواجهها عند استعمالك لهذه المراجع؟

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

12- في نهاية دراستك أنت قادر على:

- أ- تكلم اللغة الإنجليزية بطلاقة
ب- ترجمة نصوص متعلقة بمجال تخصصك
ت- استماع و فهم محاضرات متعلقة بمجال تخصصك
ث- تقديم عروض شفاهية
ج- لا شيء

13- هل تظن ان الدروس التي تتلقاها تتماشى مع احتياجاتك و أهدافك ؟

نعم لا

14- لماذا؟

15- ماهو رأيك في محتوى دروس الإنجليزية ؟

- أ- مميزة
- ب- عادية
- ت- مملة

لماذا؟

16- هل تجد الوقت المخصص لدراسة الإنجليزية :

- أ- كاف
- ب- معقول
- ت- غير كاف

17- في رأيك هل من الضروري زيادة ساعات دراسة اللغة الإنجليزية في الأسبوع؟

- نعم لا

18- في رأيك هل تظن أن على الأستاذ أن يستعمل أثناء الحصة:

- أ- اللغة الإنجليزية فقط
- ب- اللغة العربية فقط
- ت- الإنجليزية بشكل أساسي و استعمال العربية أثناء شرح المصطلحات الصعبة

19- ماهي اقتراحاتك لتحسين تدريس اللغة الانجليزية في مجال تخصصك ؟

Thank you ☺

Appendix 03

Mohammed Khider University of Biskra

Faculty of Arts and Languages

Department of foreign Languages

Division of English

Questionnaire for Teachers

Dear teachers,

This questionnaire is designed to accomplish a research conducted at Mohamed Khider Biskra University; in order to investigate in what degree the English courses fits the student need. Your contribution will be valued and certainly helpful to our study. Please note that you will not write your names, and as a result the information will be used only for research purposes.

Thank you in advance for your kind cooperation.

Part one : Background information

1-Qualification:

- 1- Licence
- 2- Master
- 3- Magister
- 4- Ph.D

2-How many years have you been teaching general English?

.....

3-How many years have you been teaching English for this branch?

.....

4-Did you teach ESP in other departments?

Yes NO

5-If yes, how many years?

.....

6-have you had any training before teaching ESP courses?

Yes No

7- Do you think that training before teaching ESP is necessary?

Yes No

Part two: teaching situation

Section one: the situation of ESP courses in the department

1-How do you evaluate the level of your learners?

- a) Beginners
- b) Intermediate
- c) Advanced

2-Which skill are you concentrating on when presenting your lessons?

- a) Speaking
- b) Reading
- c) Listening
- d) Writing

3-When presenting the lessons, you use:

- a) English
- b) Arabic
- c) English and Arabic

4-According to your observation, what is the most needed skill among learners?

- a) Speaking
- b) Writing
- c) Reading
- d) Listening

5-what aspects of English do you focus on?

- d) Grammatical structures related to general English
- e) Lexical items related to general English
- f) Lexical items related to the specialty

6-how motivated are your students?

- a) Very motivated
- b) Quit motivated
- c) Not motivated

7-Why?

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

Section two : ESP courses and students ‘needs

8-do you think that the time allotted for teaching English is sufficient?

Yes No

9-do you use any text books while teaching English?

Yes No

3- in your opinion , what are the main objectives of the English teacher ?

- a) Teaching general English
- b) Teaching the four skills
- c) Teaching terms related to the specialty
- d) All of the above

9-How much do you use specialized terms per session?

- a) Very much
- b) Much
- c) Little

10-do you think that the content of ESP courses meet the needs of the students?

- a) Convenient
- b) A bit convenient
- c) Not convenient

11-do you think that the learners should participate in the elaboration of the ESP program?
justify?

Yes No

.....
.....

12-What teaching materials do you use?

.....
.....

13-Do you follow an official program?

Yes No

14-Do you use needs analysis before designing your lectures?

Yes No

15-Do you collaborate with specialists in your text selection?

Yes No

16-Do you find difficulties in preparing the lectures?

Yes No

17-If yes, would you mention some of these difficulties?

.....
.....

18- What do you suggest as a solution to overcome the difficulties of students in learning English?

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

ملخص

إن هذا البحث هو مذكرة علمية في مجال اللغة الإنجليزية كلغة أجنبية بصفة عامة و لغة إنجليزية متخصصة بصفة خاصة. الغرض من هذه الدراسة هو لفت الانتباه حول وضعية تدريس اللغة الإنجليزية في كلية الاقتصاد تحديدا تخصص تسيير الموارد البشرية في جامعة محمد خيضر بسكرة للسنة الدراسية 2016-2017 بالإضافة إلى احتياجات الطلبة المتعلقة باللغة الانجليزية. النتائج التي نحاول الوصول إليها هي مساعدة الأساتذة على إدراك مدى أهمية استعمال تحليل الحاجيات من اجل تحقيق رغبات الطلبة التي ستؤثر بالإيجاب على انجازاتهم خلال عملية التعلم. اعتمدنا في المرحلة التطبيقية على استعمال اسبيان موجه إلى كل من الطلبة و الأساتذة بالإضافة إلى تحليل دروس اللغة الانجليزية المتخصصة. حيث أظهرت النتائج أن كل مهارات اللغة مطلوبة مع ضرورة التركيز على الكلام و الكتابة لان الغرض الرئيسي من تكلم اللغة هو التمكن من التواصل و الحوار بواسطتها و كذلك توصلنا إلى أن الدروس المقدمة تحتاج إلى تحسين من اجل الوصول إلى متطلبات الطلبة. كما أننا خرجنا بتوصيات بغرض تحسين و تطوير مناهج تعليم اللغة الإنجليزية المتخصصة و كذلك فتح الباب لدراسات أكثر و أعمق في هذا المجال.