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The Needs Analysis and the training of the ESP teacher as key factors to a successful ESP course: The case study of Third year students of Biology at Djilali Bounaama University

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## DECLARATION

We hereby declare that the substance of this dissertation is the result of our investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Signed by : Bouhdjeur Fathia , Fettah Khadidja , Ouffa Bouthaina

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And, out of kindness, lower to them the wing of humility, and say: "My Lord! bestow on them thy Mercy even as they cherished me in childhood." Al-Israa verse.24

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**Abstract :**

Nowadays, globalization occurs at a global scale as it affects many aspects of society such as :customs,values,technologies and culture,however, language has the lion share in these effects.from the 19th century, there was a domination of Great Britain all over the world,there was a rapid spread of international trade , technology and internet which consequently led to the worldwide demand of English for specific purposes (ESP) ,This field has rapidly developed to become a major part in English language teaching and research as well; therefore, offering different ESP courses for students in Algeria has become more than a necessity. In this context, the present research aims at investigating the needs of the biological learners in the use of English for specific purposes at the faculty of biology in the University of Djilali Bounaama. The aim of this research is to investigate the needs analysis of Biology students and the kind of special courses designed to fulfill those needs. So, it is challenging for ESP teachers as course designers to design effective ESP courses which help their students. Thus, the training of the ESP teacher plays an important role in such cases,as it makes biological English learning more successful. To carry out this study, two main tools of research were relied on to collect the necessary data. These include a questionnaire submitted to 40 students of the biological faculty and three interviews submitted to three ESP teachers who are supposed to know more about biological students' lacks in English. Generally, the findings revealed: First, the lack of real ESP courses for biological students in the field and the absence of any kind of training for the so-called ESP teachers in the faculty. Second, the participants showed that they do not make any difference between English for specific purposes and General English . Third;ESP

teachers do not in fact get any special training in the field of ESP. Fourth, any attempt to design an ESP course for biological students should be based on the learner's special needs.

Keywords : ESP,needs analysis,Biology students,The training of the teacher.

### ملخص

في الوقت الراهن، تؤثر العولمة على العديد من جوانب المجتمع مثل: العادات والقيم والثقافة، غير أن للغة النصيب الأكبر من هذه التأثيرات. منذ القرن التاسع عشر، كانت هناك هيمنة لبريطانيا العظمى على جميع الأصعدة في جميع أنحاء العالم، والجدير بالذكر أن الانتشار الواسع للتجارة الدولية والتكنولوجيا والإنترنت أدى بالتالي إلى الطلب العالمي على اللغة الإنجليزية في مجالات معينة؛ لذلك، أصبح تقديم دورات لتدريس اللغة الإنجليزية للطلاب في الجزائر أكثر من مجرد ضرورة. في هذا السياق، يهدف البحث الحالي إلى معرفة احتياجات المتعلمين أو الطلبة البيولوجيين في استخدام اللغة الإنجليزية لأغراض محددة في كلية الأحياء بجامعة جيلالي بونعامة. الهدف من هذا البحث هو التحقيق في تحليل احتياجات طلاب الأحياء ونوع الدورات الخاصة المصممة لتلبية تلك الاحتياجات. لذلك من الواجب على أساتذة الإنجليزية لأهداف خاصة أن يكونوا في مستوى رفيع لأجل تقديم دروس ذات مضمون مفيد للطلبة وبالتالي من الضرورة أن يكون الأساتذة مؤطرين و مدربين جيدا من أجل تنفيذ المهمة بكفاءة، من أجل جمع المعلومات الكافية بخصوص هذا الموضوع ارتأينا أن نستخدم وسيلتين اثنتين ألا وهما استبيان لأربعين طالبا من كلية الأحياء إضافة الى استجواب خاص بأساتذة الإنجليزية من أجل أهداف خاصة من نفس الكلية. النتائج الأولية أوضحت انعدام توفر مناهج خاصة في هذا المجال وهذا راجع الى عدم التفريق بين برامج تعليم الإنجليزية لأهداف خاصة وبين تعليم الإنجليزية عامة

الكلمات المفتاحية: الإنجليزية من أجل أهداف خاصة بطلبة البيولوجيا واحتياجاتهم. تأطير المعلم...

### Résumé :

De nos jours, la mondialisation se produit à une échelle globale car elle affecte de nombreux aspects de la société tels que : les coutumes, les valeurs, les technologies et la culture, cependant, la langue a la part du lion dans ces effets. A partir du 19<sup>ème</sup> siècle, il y avait une domination de la grande-bretagne dans le monde entier, il y avait une propagation rapide du commerce international, de la technologie et de l'internet qui a conduit par conséquent à la demande mondiale de l'anglais à des fins spécifiques (esp), ce domaine s'est rapidement développé pour devenir une partie importante dans l'enseignement de l'anglais et la recherche aussi bien ; donc, offrir différents cours esp pour les étudiants en algérie est devenu plus qu'une nécessité. Dans ce contexte, la présente recherche vise à enquêter sur les besoins des apprenants en biologie dans l'utilisation de l'anglais à des fins spécifiques à la faculté de biologie de L'université de djillali bounaama. L'objectif de cette recherche est d'enquêter sur l'analyse des besoins des étudiants en biologie et le type de cours spéciaux conçus pour répondre à ces besoins. Ainsi, il est difficile pour les enseignants d'esp en tant que concepteurs de cours de concevoir des cours d'esp efficaces qui aident leurs étudiants. Ainsi, la formation de l'enseignant esp joue un rôle important dans ce cas, car elle rend l'apprentissage de l'anglais biologique plus réussi. Pour mener à bien cette étude, nous sommes appuyés sur deux outils de recherche principaux pour collecter les données nécessaires. Il s'agit d'un questionnaire soumis à 40 étudiants de la faculté de biologie et de trois entretiens soumis à trois enseignants d'ESP qui sont censés en savoir plus sur les lacunes des étudiants en biologie en anglais. De manière générale, les résultats ont révélé : premièrement, le manque de véritables cours d'ESP pour les étudiants en biologie sur le

terrain et l'absence de tout type de formation pour les soi-disant enseignants d'esp à la faculté. Deuxièmement, les participants ont montré qu'ils ne font pas de différence entre l'anglais à des fins spécifiques et l'anglais général. Troisièmement, les enseignants d'esp ne reçoivent en fait aucune formation spéciale dans le domaine de l'esp. Quatrièmement, toute tentative de concevoir un cours d'esp pour les étudiants en biologie devrait être basée sur les besoins spécifiques des apprenants.

Mots clés : ESP, analyse des besoins, étudiants en biologie, formation de l'enseignant.

**LIST OF ABBREVIATIONS**

**EAP** = English for Academic Purposes.

**EOP** = English for Occupational Purposes.

**ESP** = English for Specific Purposes.

**EST** = English for Science and Technology.

**EGP** = English For General Purposes.

**ESAP** = English For Specific And Academic Purposes.

**LSP** = learning Situation Analysis.

**PNA** = Pedagogical Needs Analysis.

**PSA** = Present Situation Analysis.

**TE** = Teaching English

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## GENERAL INTRODUCTION

It is well known that the English language has achieved a prime status by becoming gradually the most spoken language around the world ;as lots of linguists have noticed for some time,English has reached a stage of development that has turned it into an International language.

In the light of this achievement ,the non speaking English countries found it a necessity to teach English and adopt specific programs to make this language purposeful to certain learners at the university level, hence this would certainly help the learners to cope with the world's new changes in different fields such as :Economy,Medicine ,Biology ,,etc.This kind of programs is called :English for specific purposes (ESP)

During the few past years much more information has become available on the status of ESP courses in Algeria. In a recent paper by Dr. Tarek Assassi ,entitled "The Status of ESP in Algeria: The Need for Highly Specialized Courses of English" he states that:

***"In the North African region, French has been prioritized over English for many educational, professional and administrative purposes. However, and giving the modern***

***globalized world, English is taking a larger space in these communities because of the linguistic requirements of the new world. Algeria as the largest country in this region, and the continent, it is moving steadily towards adopting English as a first foreign language giving the increasing demand of English language courses by Algerian students and professionals from different fields. In accord, it is a necessity for being a part of the new world and globalisation requirements in which English is the lingua franca”***

***(Assassi,2021,p.440)***

The long term impact of French settlement on the Algerian educational system, has limited the chances of Algerians Educators,Academics and researchers from being part of the international scientific context ,Dr Assassi added:

***“T6 ‘teacher6’ has honestly declared that he felt left out in a certain scientific gathering in Turkey and that even if he had information, results to share, and comments to exchange he could not be very efficient or step up and speak comfortably. This teacher has presented his research in French and he said that he noticed presentations, which were shared in English, had more impact and a larger audience. Similarly, PhD students have a comparable path as either students or future professors and researchers. They believe that their research can have an exceptional value if they were able to check more data and sources written in English and that the largest sets of data and updated sources in most fields are written in English ” (Assassi,2021,p.449)***

Therefore, as reported by Boualem Saidani Director general of training at the higher-education ministry : *“The switch in languages was recommended by academics and scholars inside and outside the country.”*Hence ,this brought to light the importance of ESP courses in several Algerian universities:

***“English for specific purposes has become a prominent area of teaching/learning in Algeria during the few last decades. ESP education has also become a central educational and pedagogical concern. If we want to provide a general picture of the situation of ESP teaching in Algeria, we can say that Algerian ESP teachers hold different beliefs with regard to the area of ESP both in terms of theory and practice. In fact, their beliefs and attitudes are clearly reflected in their teaching practices (Bouderssa ,2018,p.5)***

As a result, ESP teachers are highly challenged about the sufficient way to use in teaching ESP to their students :

***« therefore, when non-English-speaking students enter higher education in different areas of science and technology, they already know the concepts and procedures in particular disciplines through their own languages and through verbal and non-verbal symbolization of the communicative system of science and other specialist subjects in their academic field of interest. However, what students need to know is how English is used to realize the discourse of that level of scientific instruction that they arrived at » (Haddam,2015,p.3,,4).***

If we consider-as Haddam states- as well as many scholars that ESP is meant to serve the needs of students in their specific area of studying ,it would be an obligation to stress the importance of those specific needs to pave the way to the realization of a well designed course.

ESP as:” *an approach to language teaching in which all decisions as to content and method are based on the learner’s reason in learning “ (Hutchinson and waters,1987 p.19) , it aims at meeting the learners different needs ,Therefore, a serious attention must be paid to the*

courses designed to meet those needs *“ESP courses should be designed to equip students with adequate English ability to meet their needs and to remedy their weaknesses, it is necessary to understand the expectations of both students and teachers as well as students’ needs and difficulties before implementing ESP courses”* (Haddam, 2015 p.8). Hence, a number of major projects in English teaching at university level were initiated, and serious discussions about the ESP designed courses have widely emerged.

Lots of scholars stress on the needs analysis in ESP as a significant feature that distinguishes it from general English as has been recently reported in the literature of Dudley Evans :*“The key defining feature of ESP is that its teaching and materials are founded on the results of needs analysis”* as cited in (Carter & Nunan, 2021, p131). Hence ,ESP is complexly intertwined with the needs analysis of the learners, *“Needs analysis refers to procedures for gathering information about learners and about communication tasks for use in syllabus design”* (Nunan, 1998, p. 75), It is a set of procedures for specifying the dimensions of a course. Such dimensions include the criteria and rationale for learners, the selection and sequencing of course content, the appropriate methodology, the course length, the intensity and duration. Needs analysis is the first step that should be carried out before a course, so that a course outline, materials and other resources can be in place before teaching begins. this elaborates the idea of the need for more specialized classes, as Hutchinson and Waters state :*“.....it created a new generation of learners who knew specifically why they were learning a language...”* (p.6) so it became apparent that discourses vary according to the contexts .

## **1. Statement of the Problem**

Third year students at the department of Biology are not aware about the importance of their ESP course.

## **2. Aims of the Study**

This study aims at investigating the English learning needs in the field of Biology and the ESP teachers' programs to cover those needs.

To discover if appropriate materials are designed to reach effective ESP courses.

To evaluate the proficiency of ESP teachers in the department of Biology.

Based on these objectives, three research questions are formulated

## **3. Research Questions:**

1. What specific needs do the third year students in the department of Biology consider as most important while learning their ESP course ?

2. Which steps should an ESP teacher follow while designing an ESP course ?

3. What specific methodology should an ESP teacher adopt to cover the needs of the learners?

The above questions lead to the following hypotheses:

## **4. Hypothesis (ses)**

In the light of the research questions, it is hypothesized that:

1. The identification of the students' lacks and wants leads to an effective language learning and teaching as well.

2. The well training of an ESP teacher impacts the outcome of the learners.



## **Chapter one**

Literature review

# The Needs Analysis and the Training of the ESP Teacher as Key Factors to a Successful ESP Course

## Chapter one: Literature Review

### Overview:

English for specific purposes (ESP) is a subset of English as a foreign language, it is aimed to meet specific needs and cover particular lacks of the learners. This chapter is divided into three parts; the first part sheds the light on the different definitions of ESP including its origins and sub\_categories. whereas the second part is devoted to talk about the ESP course design, besides, it aims to present the needs analysis in details and the needs analysis of Biology students in general. The third part attempts to provide an overview on the training of ESP teachers as well as their adopted teaching methodology.

### 1. ESP definitions and origins:

A large number of existing studies in the broader literature have traced back the emergence of ESP to the 1960's, as it was a response to communication needs in English mainly in commerce, science, and technology (Swales 1988), Dudley Evans & St. John also agreed that: ***“The initial flourishing of English for Specific Purposes (ESP) movement comes from general economy developments in the world in the 1950s and 1960s, the increased use of English as the international language of science, technology and business and raised numbers of international students studying in countries like UK, USA, and Australia” (Dudley-Evans & St. John, 1998).*** The emergence of English for Specific Purposes (ESP) teaching movement resulted from the English language needs of the learners for specific purposes in accordance with their professions. Generally, learners study English: *“not because they are interested in the English language or English culture as such, but because they need English for study or work purposes” (Robinson, 1991, p.2)*. In the ESP context, *“language is learnt not for its own*

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*sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic professional or workplace environments” Basturkmen ( 2006,p.18).* The effect of the historical occurrences resulted from a mass of people across the globe who wanted to learn the English language because of the key language for the fields of science, technology and commerce (Hutchinson and Waters, 1987). English for specific purposes (ESP)” provides English language instruction that aims to serve learners communication needs in English in a certain domain” ( N.Kenny,2019).Then ,the key issues in teaching ESP are concerned with addressing the specific needs of learners ,” *ESP has been ,at its core, a practitioner's movement ,devoted to establishing through careful research,the needs and relevant discourse features for a targeted group of students” (Johns ,2013 p.6).*this field was successfully established as described by Hutchinson &Waters as :” *an approach to language teaching in which all decisions as to content and method are based on the learners”(1987.p19)* ,this has also been explored by Rodgers (1969) as cited in Hutchinson & Waters, 1987) when he expressed that “developments in educational psychology also contributed to the rise of ESP by emphasizing the central importance of the learners and their attitudes to learning”. According to Hutchinson and waters (1987) different learners have different interests and needs that have an important influence on their motivation to learn and therefore on the effectiveness of their learning. These needs support the development of the courses in which relevance to learners' needs and interests were of great importance , For John Munby (1978) : “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner”,so needs analysis has commonly played a fundamental role in the development of ESP courses, Needs analysis has been described as “the process of determining the needs for which a learner or group of learners requires a language and

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to a Successful ESP Course**

arranging the needs according to priorities” (Richards, Platt, & Platt, 1992, p. 242). This process can be applied by various methods ranging from, texts, interviews, and many other sources that serve the needs of the learner. According to Robinson (1991) needs analysis can be considered what the students themselves would like to gain from the language course. This view of needs implies that students may have personal aims in addition to the requirements of their studies or jobs. Other characteristics have emerged, particularly in the work of Dudley-Evans and St. John (1998), who identified some “absolute” and “variable” characteristics of ESP which are as follows:

The absolute characteristics:

- ESP is designed to meet the specific needs of the learner.
- ESP makes use of the underlying methodology and activities of the discipline it serves.
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres

appropriate to these activities (Dudley-Evans and St John 1998: 4-5).

The variable characteristics are:

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of general

English.

- ESP is likely to be designed for adult learners, either at a tertiary-level institution or in a professional work situation. It could, however, be used for learners at secondary school. .ESP is generally designed for intermediate or advanced students.

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to a Successful ESP Course

### 1.1 Types of ESP:

ESP is often divided up into various categories, however, several researchers such as Robinson, Kennedy and Bolitho have distinguished three major divisions, classified into: English for academic purposes (EAP), English for occupational purposes (EOP), and English for science and technology (EST). EAP largely speaks for itself: it relates to the English needed in an educational context, usually at a university or similar institution, and possibly also at school level, as mentioned in Liz Hamp-Lyons:

*“English for academic purposes (EAP) is not only a teaching approach. It is also a branch of applied linguistics consisting of a significant body of research into effective teaching and assessment approaches, methods of analysis of the academic language needs of students, analysis of the linguistic and discourse structures of academic texts, and analysis of the textual practices of academics”* (Liz Hamp-Lyons, 2021, p 126) as cited in (Prior, 2020, p.3)

*“Over the past couple of decades, the need for ESP and EAP in tertiary-level institutions has grown dramatically, mainly due to the internationalization of higher education, which, amongst other aspects, has prompted the establishment of study programmes taught wholly or partially in English”,* EOP is more complicated: it relates to professional purposes. The biggest branch of EOP is business English, the teaching of which can range from teaching general business-related vocabulary to the teaching of specific skills important in business, it *“particularly concerns with adult language acquisition as well as with aspects of general training for adult learners; the purpose of EOP training is to enhance workplace performance, with special attention to how adults learn a language to communicate better in job-related contexts.”* (Dan Kim, 2008, p 2).

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As cited by Haddam :” Kennedy and Bolitho (1984) see EST as a third major division in the ESP family tree. They say that it is important to recognize that EST has contributed to the development of ESP because scientists and technologists needed to learn English to deal with the language specific to the nature of their professions” ( Haddam,2015 ,p 22).

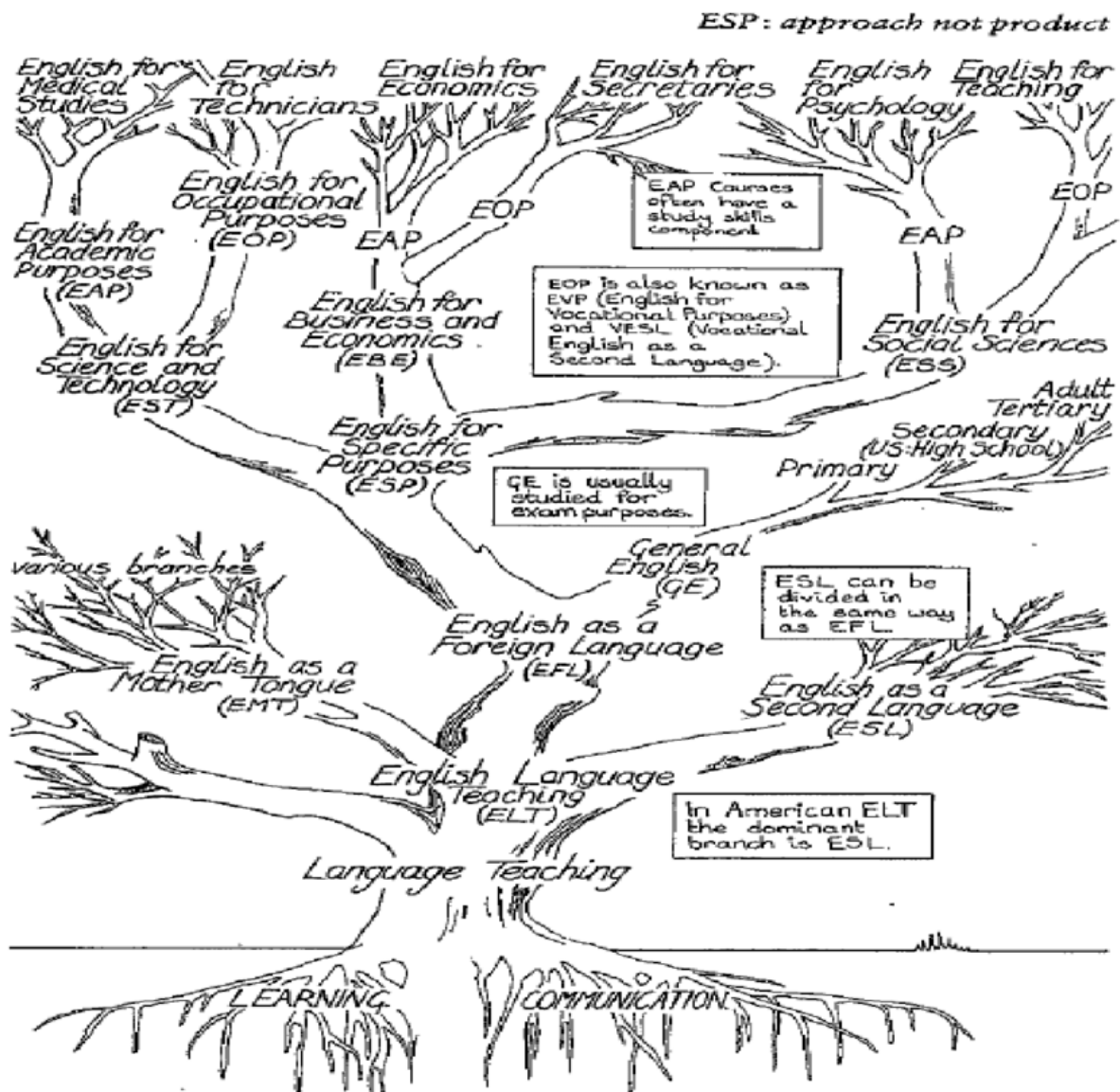


figure 1. The tree of ELT( Hutchinson and waters ,1987,p.17)

Part two:

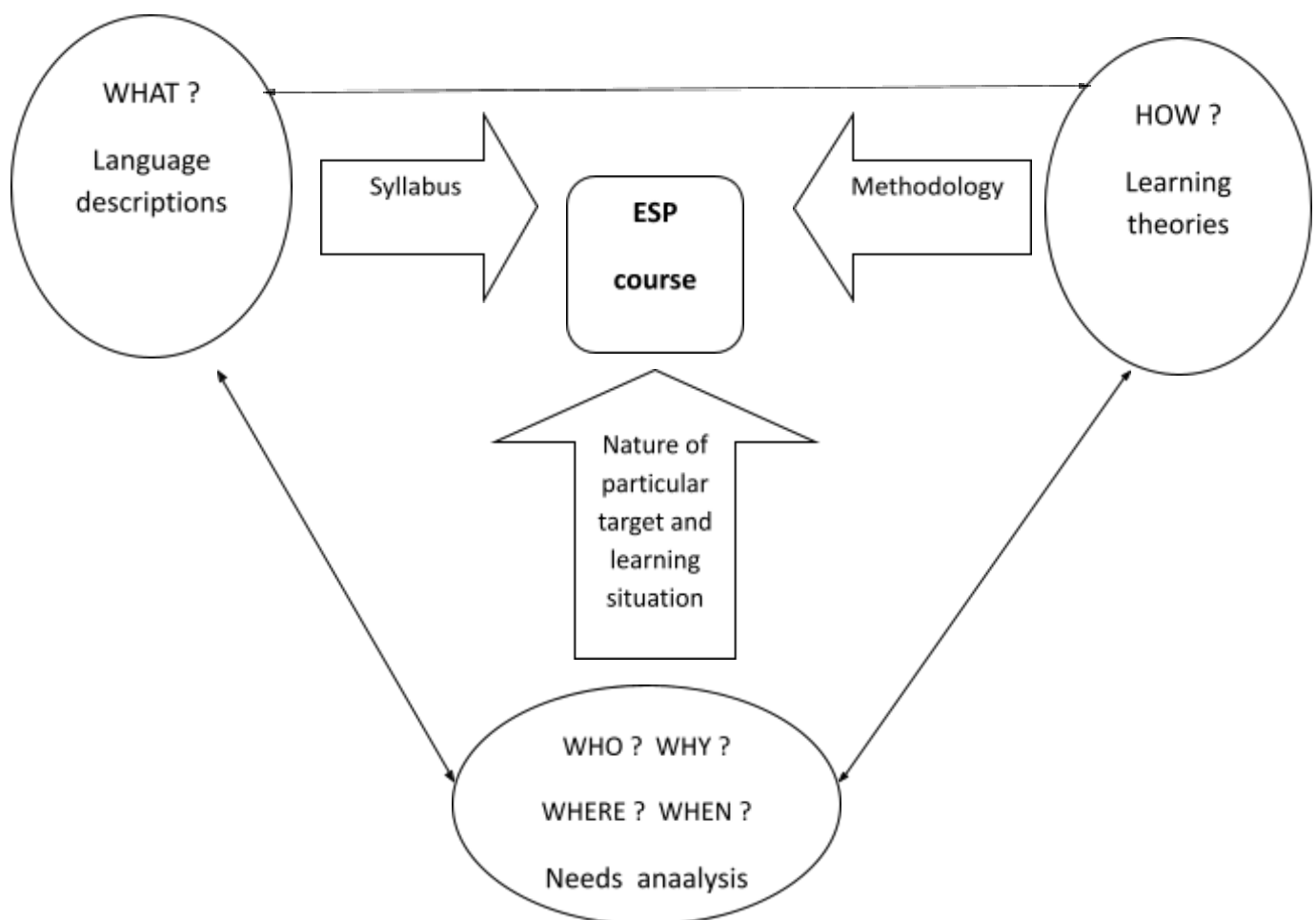
### 2. The ESP Course Design:

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There is a broad agreement that “ A typical problem for new and experienced language teachers alike is that of having to design a course that is efficient, effective and relevant, and that is tailor made to cater to learners' professional needs” ( David.R.hall ,2013,p.1).

According to Hutchinson & Waters, there are three factors affecting ESP course design:

Language description, Learning theories and Needs Analysis (see the figure below)



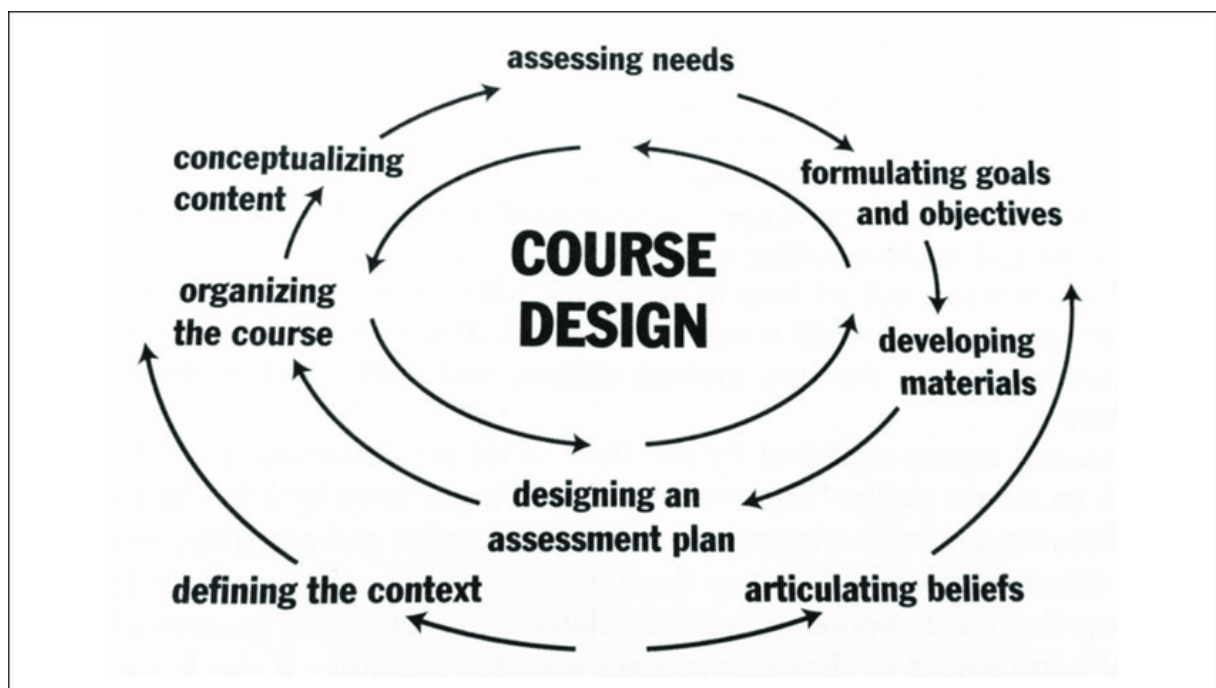
**Figure 2:** Factors affecting ESP course design adapted from (Hutchinson and Waters 1987:22).

### 2.1 Steps in designing an ESP course :

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Course design is defined by Hutchinson and Waters (1991, p.65) as: *“an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”* A *“Course design is one stage within the process of curriculum or course development, but it is the most crucial stage. This is due to its status as an initial stage or the foundation in the process of curriculum development that contributes to shaping and guiding the subsequent stages of teaching and evaluation of a course”*(Graves ,2000).

The literature on course design has introduced several models and frameworks that have been developed by specialists in the field of language curriculum development, However, Graves’s recent model (2000), which is further developed from her previous one (1996) and from other classic and recent models, is called *“A Framework of Course Development Process.”*



**Figure 3 :** Graves framework of course development process (2000)

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**Framework of Components of Course Development Processes by Graves (1996)**

No.	Components	Contents
1.	<b>Needs Assessment/Analysis</b> What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? etc.	Objective and Subjective Needs
2.	<b>Determining Goals and Objectives</b> What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	<b>Goals</b> (the intended outcomes of the course). <b>Objectives</b> (what to do and learn to achieve the goals).
3.	<b>Conceptualizing Content</b> What will be the backbone of what I teach? What will I include in my syllabus?	Language Components Language Functions Language Skills Genre/Texts etc.
4.	<b>Selecting and Developing Materials and Activities</b> How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
5.	<b>Organizing Content and Activities</b> How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
6.	<b>Evaluation</b> How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment
7.	<b>Consideration of Resources and Constraints</b> What are the givens of my situation?	-

**Table 1:** framework of components of course development processes by Graves(1996)

### 2.2 The needs analysis:

As Johns (2013) states: *“ESP has been, at its core, a practitioners’ movement, devoted to establishing, through careful research, the needs and relevant discourse features for a targeted group of students”* (p. 6). Therefore, the specific needs of learners is a central features of ESP and needs analysis are fundamental in the development of ESP programs.

Richards (2001) defines the term Needs analysis as :*“procedures used to collect information about learners’ needs”(p.51)*, It is the starting point in the course design process in which different data will be gathered to help the practitioner to decide about the course focus, content in terms of language , skills and methodology. Needs analysis has been described as: *“the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities”* (Richards, Platt, &

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*Platt, 1992, p. 242).*

Needs analysis is defined by Graves as :“a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs” (Graves,2000, p. 98)

### **2.2.1 The components of ESP needs analysis:**

A language needs analysis is a wide process that should be conducted prior to a language course and syllabus design, selected materials ,a teaching methodology and evaluation.

Many ESP scholars suggest that TSA (Target Situation Analysis), LSA (Learning Situation Analysis), PSA (Present Situation Analysis) are the fundamental components for assessing language needs of learners.

#### **2.2.1.1Target Situation Analysis (TSA)**

Target Situation Analysis (TSA) refers to the context in which the language is going to be used ,in more details,it refers to a certain form of needs analysis, which is based on identifying the learners’ language requirements in the occupational or academic setting. In accordance to this , Robinson (1991, p. 8) argues that: “a needs analysis, which focuses on students’ needs at the end of a language course can be called a TSA” ( Robinson,1991, p. 8).

Dudley-Evans & St. John defines TSA as, “TSA refers to tasks and activities learners are/will be using English for .” (Dudley Evans and St.Johns, p.124).

They also explained that: “TSA includes objective, perceived and product-oriented needs.

The objective and perceived needs are derived by outsiders from facts, from what is known and can be verified. Therefore, ‘to be able to spell English words correctly’ is an objective/perceived need. Product-oriented needs are derived from the goal or target

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situation”.

### **2.2.1.2 Present Situation Analysis;**

It is the second major type of needs analysis ,which deals with the identification of learners weaknesses ,strengths and to what they are akin to at the start of their language course ,

Present Situation Analysis :*“PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses.” Dudley-Evans and St John (1998, p. 125)*

Analyzing the present situation can be done in various ways such as direct questionnaires to the learners , etc. This can provide the teacher with rich information concerning their background their present abilities and their current level of mastering the language .However, it is noteworthy to mention that, McDonough argues that:

***“ NA requires both information related to both PSA and TSA, in order to have enough data to use in the course design; but to have more reliable information, one may need to use additional types of analysis to reach the desired objectives”***

***(as cited in Haddam, 2014, p. 81).***

### **2.2.1.3 Pedagogic Needs Analysis**

West (1998) proposed the term Pedagogic Needs Analysis (PNA) which embodies three elements of needs analysis. These are; deficiency analysis, strategy analysis or learning needs analysis, and means analysis. Jordan (1997) refers to deficiency analysis as the route to connect the present situation to the target situation. Thus, Deficiency analysis plays an important role in designing language syllabus; since it provides data about the gap between

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both present and target extra linguistic knowledge, mastery of general English, language skills, and learning strategies (as cited in Haddam, 2014, p. 82)

The second type called strategy analysis or learning needs analysis :“ *is concerned with how learners will reach the target situation, and how the learners wish to learn rather than what they need to learn* “(West, as cited in Haddam, 2014, p 82)

Means analysis as the last part is defined clearly by Dudley-Evans & St John (p124) as:

*“Means analysis is an acknowledgement that what works well in one situation may not work in another”*. For example, while hotel staff or airport staff around the world may share some similar language needs, how they learn the language, the conditions in which they are learning and where and how they apply the language are not the same

### **2.3 Hutchinson and waters model of needs analysis:**

In the field of ESP, there are a number of proponents of needs analysis such as Hutchinson & Waters (1987), Robinson (1991), and Dudley-Evans & St. John (1998). These models are quite similar in the way they identified the specific English language needs of the learners.

However, each one has a certain view concerning the focus of needs analysis, the data analysis and the development of the training program in the context of ESP. One of The most common model for analyzing linguistic needs is Hutchinson and Waters (1987) “ESP Needs as Necessities, Lacks And Wants), *Hutchinson and Waters (1987) state that Needs analysis covers two types, namely: Target Needs and Learning Needs* , which is very early model of analyzing ESP needs.

The model is illustrated in Figure 2.

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**Figure 4:**Types of needs ( Hutchinson and Waters 1987)

### 2.3.1 Target needs:

Target needs denote what the learners need to do in the target situation; i.e.what they have to be able to do at the end of their language course. Accordingly, *needs “are perhaps more appropriately described as “objectives.” (Robinson, 1991, p. 7).*

According to( Hutchinson and Waters 1987, p. 55), the term *“target needs”* is broken down into: Necessities, Lacks, and wants.

### 2.3.2 learning needs:

Robinson (1991, p. 7) defines learning needs as *“...what the learner needs to do to actually acquire the language.”* In the same vein, Hutchinson & Waters (1987) stress the fact that a relevant needs analysis must take into consideration not only the target situation needs where

the question *“What the learners need to learn”* is central, but also the learning needs, that is,

*“How the learners will learn”* Hence,it deals with the learners, their learning styles and

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strategies, language skills, selection of teaching materials, the setting and the time load.

### **2.4 The needs analysis of Biology students:**

The purpose of the ESP course is to prepare the learners with the specific skills and vocabulary

needed in their own fields. Therefore, if we consider ESP as a content-based language courses, the aim is not to think the target language only as a medium of communication, but as a medium of learning to achieve specific learning skills in a specific field :*“language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments”*( Basturkmen ,2006 ,p.18).

ESP for Biology is an English for Specific Purposes course tailored to the specific needs of third year undergraduate biology students at the Faculty of Science and Biology at Djilali Bounaama university, it's main objectives are :to familiarize students with the terminology of Biology in general as well as providing them with enough informations about the Biology sub categories such as : Molecular Biology and Genetics, and introduce the skills and language of the laboratory, biology english related note-taking, report writing, oral presentations ,describing processes and instructions. In addition, this course is supposed to enable students to communicate their English effectively in a scientific context and to write in a manner adequate to the scientists. Hence,when students master the language of science,they would achieve the needed academic development .

In accordance with the above informations, attention should be paid to the standard competency available in the syllabus, it is known that the biology students are expected to be able to apply the English functional skill ( listening, writing, reading, speaking and translation) in order to support the activity of Biology learning process. That standard competency is therefore, composed of four basic competencies ,these are; 1) to master the

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English basic principles, 2) to present listening and reading skill, 3) to present writing and speaking skill, and 4) to present translation skill as well. Furthermore, this can not be achieved unless authentic materials such as : scientific journals ,textbooks which are appropriate in terms of subject matter ,of function ,,etc are available to serve as the basis for language acquisition and practice for learners, and also provide the basis for the content of the course designed to Biology students, the skills taught and the language practice activities that the learners take part in.

### **Part three: The teaching methodology and the training of an ESP teacher**

#### **3.1 ESP teaching methodology:**

Language learning does not only involve acquiring grammatical structure but also its function. It is important for ESP learners to be able to express their ideas ,exchange their opinions or follow the world's developments in different fields. Most universities have been offering ESP courses besides the general english lessons ,to boost their confidence in this field. When we talk about specific methodology ,we mean all language aspects from reading complex articles to making professional presentations .When we choose a method to be used in ESP classroom we should think of our group of learners and adapt one method with our teaching materials .According to Hutchinson and Waters : « *There is no specific methodology for ESP* », Dudley Evans and St John (1998) claimed that the strength of methodology is the way in which language learning and subject learning approaches can be integrated. They proposed two approaches: case studies and project work. They have stated that case

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studies integrate knowledge, skills, theory and any experience, especially in law, medicine, engineering and business. However, the only issue with case studies is the amount of

knowledge of the ESP teacher in the subject that he/she teaches.

In project work, learners assimilate the information as they are highly motivated unlike the case studies .

As a matter of fact, ESP teachers as decision makers need : « *to leave consideration of appropriate methodology out of account* » (Widdowson ,1983) ,instead,there focus should be placed on :processing considerable understanding of of the nature of language, the different theories of learning and the associated strategies and skills .In addition,teachers should undertake the target and learning situations analysis and predict what makes learning successful. In this respect, it is noteworthy to mention the recent study held by Jemma Prior under the title Of “learner autonomy in action in a university ESAP course , where she emphasizes the importance of promoting the learner autonomy in classroom ,she states “*This approach implies that the teacher and the learners should engage in activities that will allow the learners to express their needs and interests and provide opportunities for reflective feedback* ” (Prior ,2020,p.19),Therefore ,she suggests that this can only be possible if negotiation between teachers and learners occur in classroom :“*In order to address this learner-centered perspective, therefore, I chose to use negotiation in the classroom with the students when designing the syllabus*” (Prior ,2020,p.3).The idea of learner autonomy was

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also expressed by other researchers such as Bloor & Bloor who establish a clear link between learner autonomy and a negotiated syllabus in their paper entitled "Syllabus negotiation: the basis of learner autonomy." They describe syllabus negotiation as an: *"approach to helping students arrive at the position of being able to understand and articulate their language learning objectives"* (Bloor & Bloor, 1988, p. 62) and they regard syllabus negotiation as: *"a crucial way to encourage learners to take responsibility for their own learning"* (as cited in Prior, 2020, p. 20).

### **3.2 The training of the ESP teacher :**

There exists a considerable body of literature on the importance of the training of an ESP teacher, a recent study by Donald Freeman concluded that:

***"there has been an assumption in teacher education that the delivery of programmes and activities is the key to success". In this view, learning to teach is seen as a by-product of capable teacher-learners and teacher educators, and well-structured designs and materials. Thus, in a broad sense, teacher education has depended largely on training strategies to teach people how to do the work of teaching" (Freeman, 2021, p. 79)***

However, *"issues related to ESP teacher education have not been thoroughly investigated yet. publications focussing on ESP teacher education are very few ,and they mostly involve journal articles "* (Papadima-Sophocleous, S., Kakoulli Constantinou, E., & Giannikas, C. N., 2019)

.Though the demand for qualified professionals in the 21 st century started to draw greater attention to ESP teaching *"the field of ESP remains an unexplored territory in teacher education"* (Basturkmen, 2017) , ESP teaching demands well-trained teachers but research has reported that the number of such teachers is much below the required strength in

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different countries which is the main reason behind ineffective ESP teaching. Furthermore, the chances of ESP teacher education programs seem nonexistent and The area of ESP teacher education (TE) is deprived of attention ,as a result many ESP educators around the world are (GE) teachers with insufficient training in ESP," *ESP teachers are basically teachers of English for General Purposes; their switch into this field is sudden (Strevens, 1988).* Although the problem of teacher training is still insufficiently explored, One effective teacher-training curriculum is offered by Chen (2000) as an Action-Research Program," *in which an ESP teacher starts with a set of ESP theoretical assumptions, as an initial guide to practice. In this program, ESP teachers put the theoretical assumptions into practice regarding particular teaching/learning contexts". (Chen, 2000)* This means that no absolute theory can be followed in ESP settings. Therefore, ESP teachers are better to put their theories into practice through applying appropriate professional reflection, problem solving, and decision-making processes. Thus, the roles of ESP teachers are very extensive based on learning settings and needs, they have to take heavier responsibilities than EGP teachers. The role of an ESP teacher: *"becomes more pronounced as the teaching becomes more specific" (Dudley-Evans and St. John, 1998, p. 13),* Dudley Evans describes the true ESP teacher or: *"ESP Practitioner" (Swales, 1988)* as needing to perform five different roles. which are: 1. Teacher, 2. Collaborator, 3. Course designer and materials provider, 4. Researcher and 5. Evaluator.

The first role as 'teacher' or "practitioner" is very important *since "Teachers play a pivotal role in facilitating the learning process and their success mainly depends on those behaviors that help them achieve the aspired learning outcomes such as high grades, positive attitudes towards learning and enhanced learning skills" (Javid, 2014, p. 42).* In a recent study led by

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Monica Rocha-Antonin under the title of "The Classroom Brain: Building upon Collective Knowledge" she states :

***"our ultimate function as educators is that of transmitters, that is, we understand a subject to a greater extent than those whom we teach, therefore, the act of transmission of knowledge is a key function of an educator, within the microcosm of the classroom and within the macrocosm of society as a whole. However, transmitter is the role of passing on the information and not owning it, so it is our responsibility to relegate and allow the information to flow from its point of departure" (p.18)***

In order to cover the specific lacks of the learners and adopt the methodology and activities of the target discipline, the needs of each learner should be well addressed:

***"Understanding the needs of each student and addressing these needs within the limited timeframe of an academic semester requires great effort, patience and most important, real connection to the daily operations of a university system and to the classroom community. These are skills that can only be obtained with practical work experience" ( M. Rocha-Antonin p.17)***

Therefore the ESP teacher must first collaborate with field specialists," *It refers to collaborative teaching between a subject specialist and language teacher. It is also worth mentioning the possibility of team work between the English teachers themselves" (as cited in Haddam ,2015,p.30),* Since the needs of ESP learners are specific ,ready-made teaching materials do not suit their learning objectives, so designing a special course and providing relevant materials are one of the most important aspects of ESP teaching .Dudley Evans has chosen the term "*material provider*" to emphasize that :"*the ESP teacher should survey what*

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*is available, select units from a number of course books adapting these if necessary, and write a number of extra units"* (Dudley-Evans (1997, p. 10) .However, this step seems to be very challenging because :*"ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time"* (Jones, 1990, p. 91).

Unfortunately, with the exception of textbooks designed for major fields such as computer science and business studies, most tend to use general topics and perhaps confusing the learners as to what is appropriate for them ,this is why Dudley-Evans and St. John (1998) have asserted that the specific work of ESP teaching should be dealt with through collaboration .which in a way or another may involve simple cooperation to find out about the subject syllabus or it may involve specific collaboration by including the actual content of a subject course by exploiting texts in English that present additional relevant material ,and this collaboration may extend to the level that a specialist checks and comments on the content of teaching materials that the ESP teacher has prepared. In addition to this, " the ESP practitioner's role as 'researcher' is also important ,he/she should be acquainted with his/her own learners' needs such as goals and different types of their interests, and accordingly, he/she can follow researches on the subject matter and prepare the target materials in accordance. So, the syllabus designed and the materials prepared should cater to the learners' target situation.. The final role as 'evaluator' is perhaps the role that ESP practitioners have neglected most. There have been few serious studies that test the effectiveness of ESP courses. For example, the only evaluation of the non compulsory course reported by ( Hall 1986: p158) is that despite carrying no credits, *"students continue to attend despite rival pressures of a heavy programme of credit courses"*.

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As a result, factors such as lack of field knowledge, lack of suitable training, lack of course materials and ESP resources are mentioned as challenges. Many researchers indicate that an ESP teacher should collaborate with subject specialists and have special training in this field.

### **Conclusion :**

This chapter highlights the most important elements of an ESP course design, it describes the appropriate course development process by giving clear details about the key principles that an ESP teacher takes into consideration when designing a course. Thus, an effective ESP course for Biology students should start by identifying the language and learning needs in accordance with their specific field of practice. This sensitive step would allow a clear identification of the course objectives, as it would clearly pave the way to an appropriate conceptualization of the content and the development of syllabus design as well. The good training of the ESP teacher is a crucial element to ensure his /her good choice of a suitable teaching methodology which goes hand in hand with the learners' needs.

## **CHAPTER TWO**

### **METHODS AND PROCEDURES**

# The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

## CHAPTER TWO

**Chapter two** : methods and procedures :

Introduction :

This chapter attempts to provide an overview on the methodological design of the study which is mainly about the status of ESP course in the department of Biology in Djilali Bounaama university , it seeks to survey both teachers and students attitude towards the ESP course in the Department of Biology. Moreover, this chapter is devoted to present the methodology and all other tools to collect primary data and check answers for our research questions. It identifies both teachers' and students' perceptions of ESP teaching and learning in the department of Biology. In order to reach these objectives different tools are used ,these are: questionnaire and interview.

2-1- The Research methods:

The study aims at investigating the third year language needs in the field of Biology and the ESP teachers' programs to cover those needs. It also aims to discover if appropriate materials are designed to reach effective ESP courses. In addition, it aims to evaluate the proficiency of ESP teachers in the department of Biology. The following research questions were developed in order to select purposeful data collection instruments that would give answers to :

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- What specific needs do the third year students in the department of biology consider as most

important While learning their English course ?

- Which steps should an ESP teacher follow while designing an ESP course ?
- What specific methodology should an ESP teacher adopt to cover the needs of the learners?

### 2-2-MIXED METHOD:

The mixed method approach to research is: *“an extension of rather than a replacement for the quantitative and qualitative approaches to research, as the latter two research approaches will continue to be useful and important”*(Johnson & Onwuegbuzie, 2004).

### 2-3-QUANTITATIVE METHOD:

Quantitative method is: *“the process of collecting, analyzing, interpreting and writing the result of a study”*(Creswell, P.64).

### 2-3-QUALITATIVE METHOD:

It: *“Can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences”*(Creswel, 2003).

### 2-4-TARGET POPULATION:

Michael Newman (1995, p.205) defined population as: *“a group of individuals of a species occupying a defined space at a particular time or a collective group of organisms of the same species”*

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The target population addressed in this study include biology students from Djilali Bounaama university ,and a sample of teachers from the same department.

### **2-4-PARTICIPANTS:**

The participants in this research were third year Biology students and teachers from the Department of Biology; this part is devoted to the description of the sample.

### **2-4-TEACHER PROFILE:**

The first group of informants entails 03 teachers from biology Department at Djilali Bounaama university. These selected teachers are of various Biology specialities and have taught English for more than 6 years, they teach modules in different IMD levels, starting from first year license to master two.

### **2-4-STUDENTS PROFILE:**

The second group of informants involves forty(40) third year students from the department of Biology at Djilali Bounaama university, their age range from 22 to 31. The researchers have randomly selected one class which was naturally formed in order to make the research more reliable and more objective.

The main reason behind choosing third year Biology students is to find out to what extent do they consider ESP course as important in their academic studies after graduation.

### **2-5-RESEARCH TOOLS:**

*“Collecting data is the most important stage in conducting a research and it is perceived as a hard task “(Creswell,2007,p.191)*

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

In this work the researchers have used a mixed-method of research. The investigators involved both quantitative and qualitative research approaches. In addition, in the data collection, a questionnaire that was addressed to the Biology learners and interview to the ESP teachers. The aim of using more than one instrument of research is to gather different information from many sources and study the problem from various perspectives.

### **2-6- Research design : (tools and procedures of data collection)**

In order to get statistical and reliable data ; an experimental quantitative – qualitative research design is applied . The rationale behind the use of quantitative approach is a result of our need to gather data in a numerical form, from different individuals to have structured and statistical data , which can be used to construct graphs and tables of raw data to explain our phenomenon . As for the qualitative research method , it is used due to its nature to understand . Therefore , two (2) research tools have been used to answer the research question and to achieve the expected results of the research .

### **2-7- procedures :**

The study was conducted in the department of biology , at Djilali Bounaama university , with the assistance of forty(40) students from the third year . The study which took place during the second semester on 08may2022 consisted of a questionnaire as the opening phase and an interview , followed by gathering the information from the participants (students) and their ESP teachers .

### **2-8- Sample and population :**

For the present work , we have chosen to work with third 3 rd year students from the department of biology. These students are divided into three groups , their specific fields are: biology and animal physiology , microbiology , ecology . The total number of the students

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

that participated in the study was one hundred twenty (120) . The total number of the students who participated in the experiment was forty (40)students .There are (10) males and (30) females, who are aged between (19) and(31) years old . In addition three (3) teacher's from the department of biology have participated in the answering process .

### 2-9- Instruments :

Both qualitative and quantitative data were collected from this study . Data included a student questionnaire in order to identify their needs in terms of linguistic competence , lacks and wants .

Another interview with teachers was organized for the purpose of analyzing the overall situation in the department of biology .

### 2-10- Data collection :

This study makes use of two different data collection instruments for the purpose of obtaining different opinions and ideas from both students and teachers .

#### 2-3-1 . The students questionnaire :

##### 2-3-1-1.The questionnaire description :

Korthari C.R (2004 ,p .97)described the questionnaire as: "*The heart of survey operation*".In other terms, questionnaire is an instrument used for data collection including a list of questions related to one topic and is the basis for any quantitative research.

The questionnaire (see appendix A) is directed to students of biology , they are divided into three groups, their specific fields are : biology and animal physiology , microbiology and ecology. It is addressed to forty(40)students, it consists of seventeen (17) questions divided into three (03) major sections in order to explore their ideas and opinions toward different

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elements . The type of the majority of questions is closed – ended in which participants are asked to select the appropriate answer from the predetermined options . the participants were asked to tick the appropriate answer .

- The first section ; consists of seven questions (1-7) it investigates general information about the respondents , as well as their educational background concerning English such as their sex , age ,years they have been studying English and their level in English before their entrance to the university and during their university studies .

- Section two (02) ; it comprises four (04) questions (1-4) which aim at collecting information about the reasons behind learning English , their interests in this language and how relevant their ESP courses are to their field and if it's work this language with them after graduation .

- Section three (03) ; it includes six (06) questions (1-6) describing the actual course content , which are devoted to the students preferences about what they want their ESP course to focus

on and how they want their learning to be .

2-3-1-2 . The questionnaire administration :

The questionnaire(see the appendix B ) has been distributed to 40 randomly selected third year students from biology department of Khemis miliana university to be collected often for 20 minutes . It was administered on 08 th of May 2022 at the end of student's class .The students received a full explanation from the researchers of the key terms and how they are expected to answer , and they have answered anonymously since the focus is mainly on the students opinions more than other details ; besides , the questionnaire was administered in good conditions .

2-3-2 . The teachers' interview :

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

2-3-2-1 . The interview description :

The second research tool used to gather information is the present interview.(Donald Jacobs & Chris,2006,p.434) highlighted the term interview as follows: «*Interviews are used to gather data from people about opinions,beliefs,and feeling about situations in their own words*”.

The interview is administered to three (03) teachers at the department of biology , since the number of ESP teachers is too limited . It consists of eighteen (18) closed and open questions , which are divided into three (03) parts ( see appendix 02)

- Part one (01) : it consists of five questions which are designed to get background information about the teachers concerning teaching English .
- Part two (02) : it contains eight questions .It deals with the students' level and needs in English .
- Part three (03) : it is made of four questions about the content of an English ESP course , as well as the teachers role with the students in the classroom .

2-3-2-2 . The interview administration :

The interview has been conducted with three ESP (03) teachers from the department of Biology at Djilali Bounaama university it has been administered in good conditions on the , 8 th , 9 th , 10 th and 11 th of May 2022 according to each teacher's conditions . The teachers were giving their copies and were asked kindly to answer them.

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

### **Conclusion :**

This chapter presented research objectives and questions. Then, it dealt with the research methodology and described the research design tools and procedures of data collection used to investigate the language needs in the field of biology and the ESP teachers programs to cover those needs, in the department of biology at Djilali Bounaama university. In addition, we moved to the sample population, instruments, and data collection for this work. To carry out the study, a two-step plan was designed and implemented. First, we have designed a questionnaire to be addressed to third year biology students in order to explore their awareness and opinions about the English language, their level and skills. Second, we have interviewed three teachers of ESP in order to investigate the methods they are using to reach the student's need

## **CHAPTER THREE**

### **DATA ANALYSIS**

# The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

## Chapter three : data analysis

### Introduction :

The previous chapter has described the tools and methods that we used in our research to gather data about the ESP course . The present chapter attempts to present and treat the data obtained from the questionnaire and the interview using qualitative and quantitative research modes . The current study aims at discovering the situation of the ESP teacher and ESP module , as well as knowing the perception of biology students at the department of biology .

### Section 01 : demographic variables

#### Question 01 : genre .

gender	Femal e	Male	Total
Number	30	10	40
Percentag e	75%	25%	100%

**Table 1-1 .students gender .**

Table (2-1) indicates that there is no equality between the number of females and males. The number of females overtop the number of males, in which they are thirty (30) and they constitute 75% of the whole population ,whereas males represent 25% . This variance shows that the field of biology is the target of females rather than males .

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

Question 02 : Age .

Age	Number	Percentage
22≤	26	65%
22≥	14	35%
total	40	100

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

**Table 1-2 .Students age .**

From the above table , statistics show that the age of the majority of students exceeds **22** with percentage of **65%** , this implies that the sample in hand is mature enough to be questioned and they are aware of their lacks ,wants ,weaknesses and conscious of how the English course should be .

**Question 03 : second language .**

Second language	French	English	Total
Number	25	15	40
Percentage	62.5%	37.5%	100%

**Table 1-3 .students second language .**

This question **(03)** was intended to help students learn a second language . From the above table **(2-3)** we noticed that **62.5%** of students speak French as a second language while **37.5%** of them consider English as a second language .

**Question 04 : your specific field of study .**

Specific fields	Number	Percentage
Biology and physiology animal	22	55%
Microbiology	10	25%
Ecology	8	20%
total	40	100%

**Table 1-4 .Students specific field .**

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

As shown in the table (2-3) the majority of students (55%) study biology and animal physiology, and 10 students study microbiology with a percentage of (25%), where 20% of them study ecology . Thus , this latter is considered as the lowest field in the department of biology .

**Question 04 : your level of English before you enter university .**

Level of English	High	Low	Intermediate	Total
Before the entrance to university	9	11	20	40
Percentage	22.5%	27.5%	50%	100%

**Table 1-5 .Students' English level before entrance to university .**

The table above (1-5) shows that the majority of students had an intermediate level in English before the entrance to university with 50% , and only 22.5% represents students with a high level , whereas 27.5% of them claim that they have a low level of English before they enter university .

**Question 06 : current level of English .**

Options	Current level of English	
	Number	Percentages
High	8	20%
Low	12	30%
Intermediate	20	50%
Total	40	100%

**Table 1-6 .Students current level .**

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

As it appears from the table (1-6) most students with a percentage of 50% have intermediate current level of English , while the others 20% stated their current level as high level and the rest of them about 30% have a low current level of English .

**Question 07 : are you interested in taking an English course in your specific field ?**

	Yes	No	Total
Number	24	16	40
Percentage	60%	40%	100%

**Table 1-7 .students interested in taking an English course .**

From the previous table we noticed that the majority of students 60% stated that they are interested in taking an English course , as they chose the option “yes”.Were as 40% of them showed their lack of interest in taking an English course .

**Section 02 :**

**Question 01 : why do you want to study English ?**

Reasons for studying English	Number	Percentage
To take part in oral discussion in English	9	22.5%
To understand lectures on biology in English	11	27.5%
To pass exams only	20	50%
total	40	100%

**Table 2-1 .reasons for studying English .**

As shown in the above table 22.5% select "to take part in oral discussion in English" as reasons for studying English . Whereas , 27.5% of students need the English language to

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

understand lectures on biology in English , and the majority of students about 50% of students showed that they need English to pass exams only .

### Question 02 : which learning materials do you prefer during the lecture?

Options	Number	Percentage
Scientific textbook	16	40%
Manual	6	15%
Grammar textbook	8	20%
Audio cassettes	3	7.5%
Technical documents	7	17.5%
Total	40	100%

**Table 2-2 .students materials .**

As it is illustrated in the table 2-2 , the majority of population prefer to use the "scientific textbook" during the lecture with percentage of 40% .Besides , 15% choose "manual" material , and about 20% of students prefer "grammar text book" material also , 17.5% of students select "technical documents" as a useful material during the lecture . Only 7.5% prefer to use audio cassettes during the lecture .

### Question 03 : do you think that your problems in mastering good English are due to :

Options	Speaking	Listening	Writing	Reading	Grammar	Vocabulary	Total
Number	8	6	4	6	10	6	40
Percentage	20%	15%	10%	15%	25%	15%	100%

**Table 2-3 .students weakness in the English language .**

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The analysis of this section as it is shown in the table (2-3) , shows that the majority of students 25% considered "grammar" as the most difficult part in learning English . While 20% of participants claimed that speaking is one of the problems in mastering good English . Also , vocabulary , listening and reading are considered by students as major lacks with 15% .While , a percentage of 10% of students stated writing skill as an obstacle through mastering a good English .

**Question 04 : as a biologist do you think that you will need English after your graduation ?**

Options	Yes	No	Do not know	Total
Number	18	9	13	40
Percentage	45%	22.5%	32.5%	100%

**Table 2-4 .Students' opinions about English after graduation .**

The data gathered from this question show that the majority of students 45% are interested in English after their graduation . Besides , 32.5% of participants responded with "I do not know " . 22.5% of students responded "No" about the need for English after graduation .

**Section 03 :**

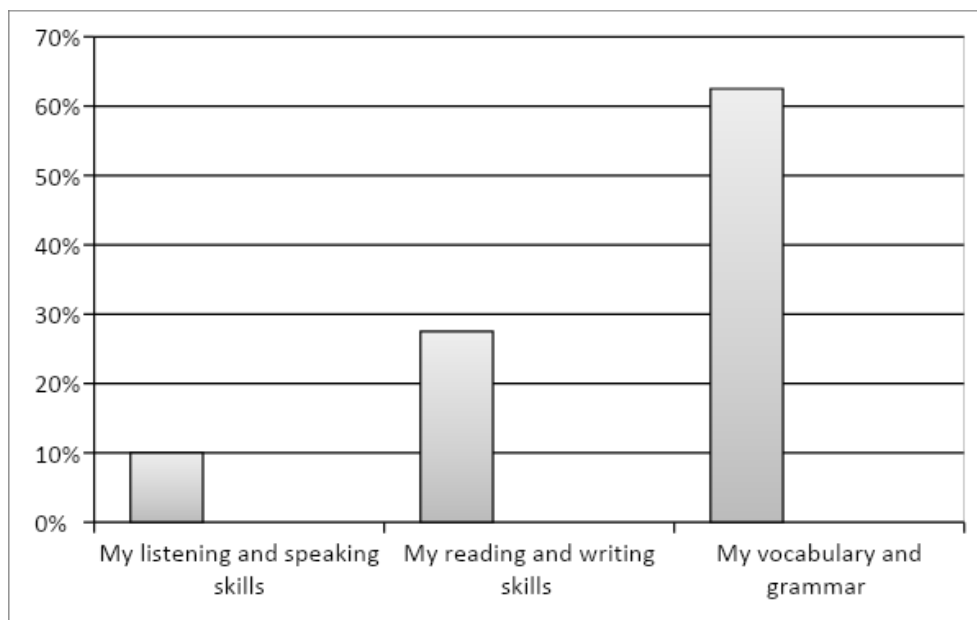
**Question 01 : My lessons in English language mainly focus on improving :**

Course content	Number	Percentage
My listening and speaking skills	4	10%
My reading and writing skills	11	27.5%

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

My vocabulary and grammar	25	62.5%
Total	40	100%

**Table 3-11 : present course content .**



**Figure : present course content**

The table shows the content of the present ESP course . 62.5% of the students agree that most lessons focus on vocabulary and grammar and from time to time , some sessions are dedicated to reading and writing skills 27.5% .

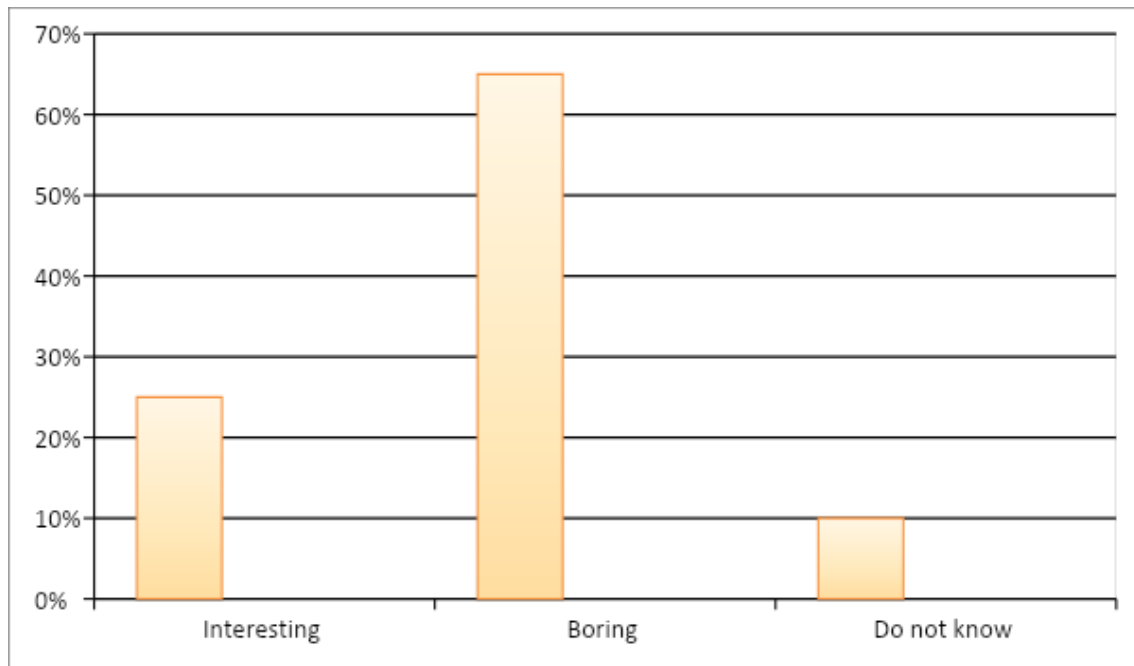
While 10% for listening and speaking skills . Thus , vocabulary and grammar are the main content of the English courses .

**Question 02 :** how do you find the content of your English language course :

Options	Number	Percentages
Interesting	10	25%
Boring	26	65%
Do not know	4	10%
Total	40	100%

**Table 3-12 : students opinions about course content .**

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**Figure : students opinions about course content .**

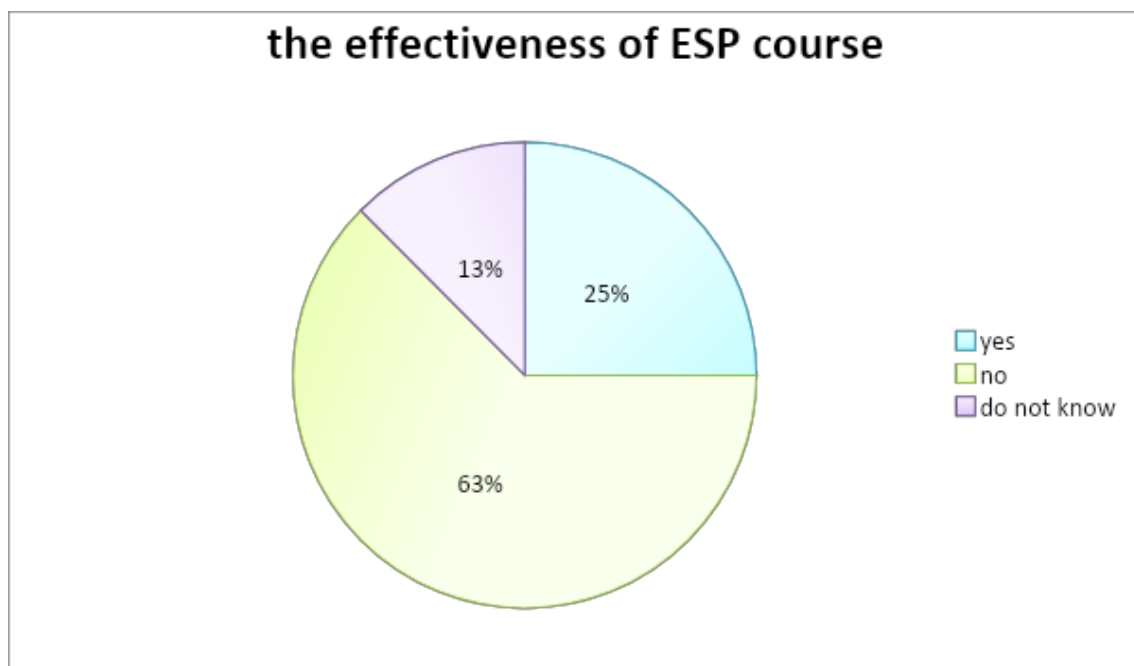
The question is designed to know what students think about their ESP course content . Thus , the results obtained in the table 3-12 , show that a great proportion with a percentage of 65% declared that the course content is boring , while only 25% stated that the content is interesting , and 10% of them had no idea about the course content . This shows that the ESP course does not serve the majority of students ' expectations or interest , the course is designed on the basis of other factors but not students' needs .

**Question 03 :** do you think that the present English courses are helping in improving your English language level :

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

Options	Number	Percentage
Yes	10	25%
No	25	62.5%
Do not know	5	12.5%
Total	40	100%

**Table 2-13 :the effectiveness of the ESP course .**



**Figure : the effectiveness of the ESP course .**

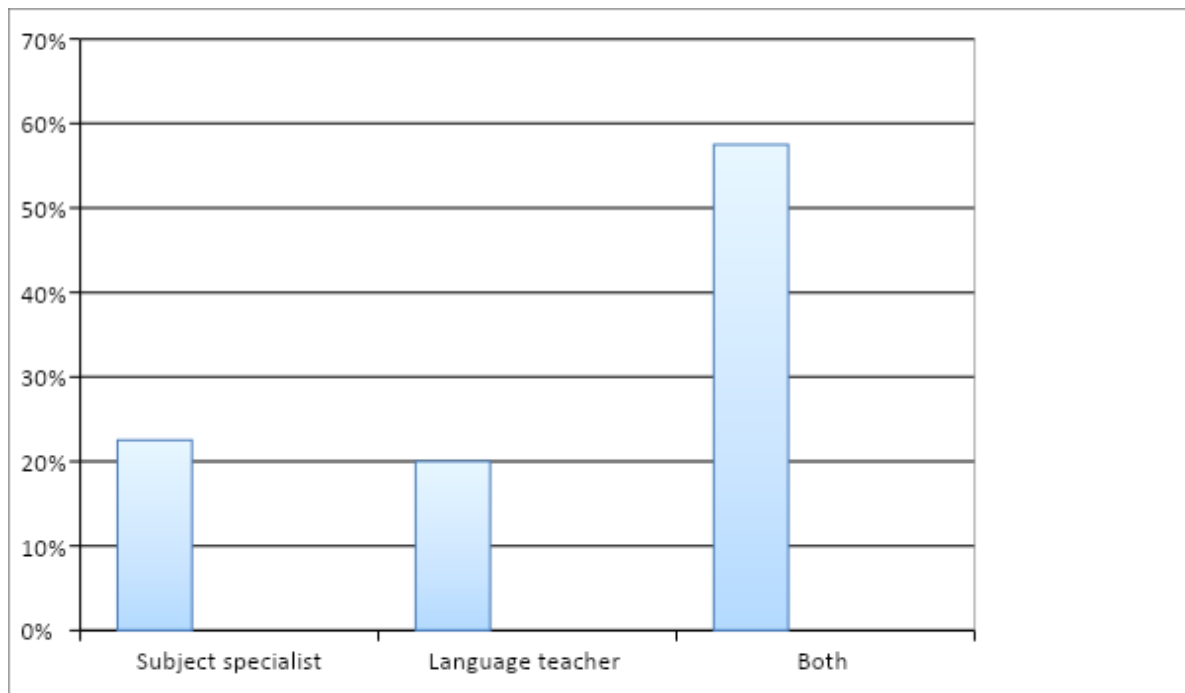
The majority of the students 62.5% are not satisfied with the content of their current ESP course , in which they noticed no improvement in their level in English language . However , 25% thought that the present English courses are helping in improving their level , which indicates that the courses are accepted by some of them . 12.5% only responded with "do not know" which points to their awareness of the changes or indifference .

**Question 04 :** do you think that the English course should be taught by :

## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

Option	Number	Percentage
Subject specialist	9	22.5%
Language teacher	8	20%
Both	23	57.5%
Total	40	100%

**Table 3-14 .students Perception of teacher profile .**



**Figure : types of teachers profiles .**

The table above represents students' opinions about the importance of collaborative teaching between a subject specialist and language teacher to design a course that best suits the students' needs and interests . Thus , 57.5% of the participants agree that both teachers must work together to improve the learning process . However , 22.5%

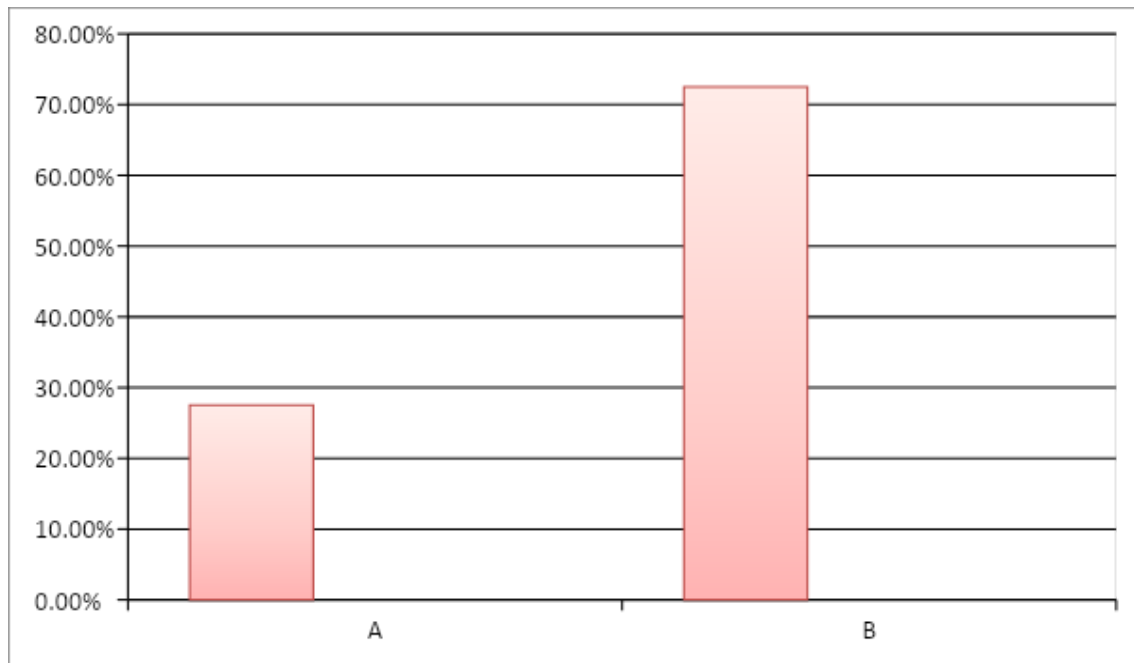
## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

selected subject specialists . Others with a percentage of 20% choose a language teacher as the appropriate one for this course .

**Question 05** : what role do you like your teacher to have :

Option	Number	Percentage
A person who controls everything in the class	11	27.5%
A person who does not control everything but helps and guides you in learning	29	72.5%
Total	40	100%

**Table 3-15 .role of ESP teacher .**



**Figure : role of ESP teacher**

From the results obtained from the above question , as it is shown in the table 3-15 , 72.5% of students have pointed out that an ESP teacher should be a person who helps and guides the learners rather than being a person who controls everything in the class 27.5%

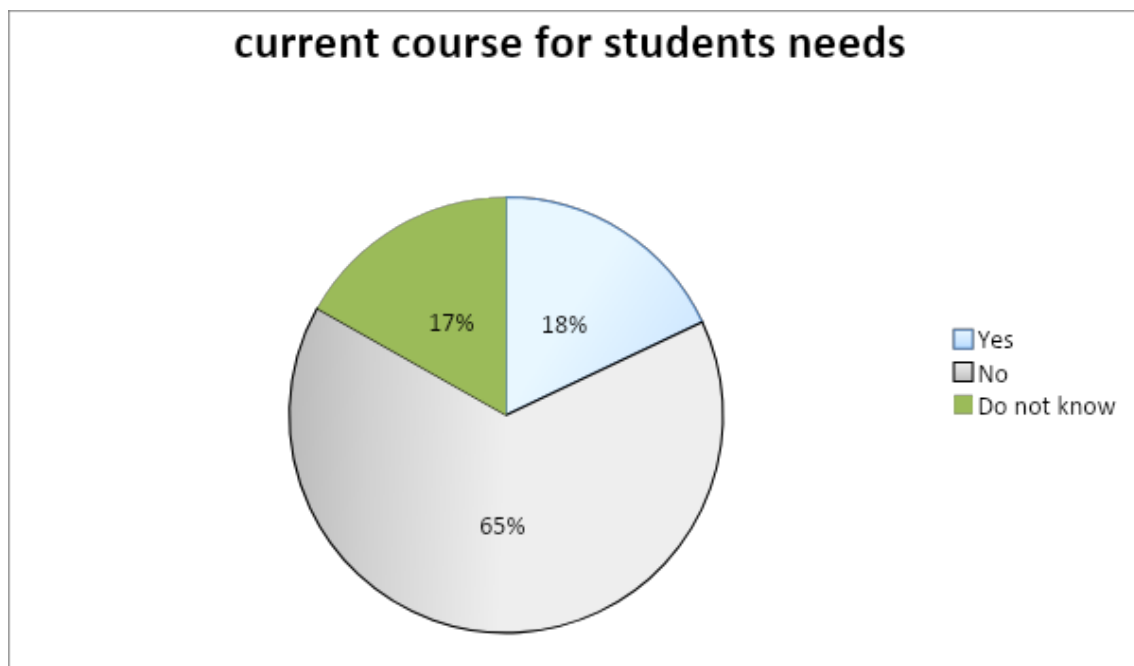
## The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course

thus indicating greater importance attached to teachers methodology in the class in improving the present level of language proficiency of the learners .

**Question 06** : do you think that your current course tackles your needs in English

Option	Number	Percentage
Yes	8	20%
No	29	72.5%
Do not know	3	7.5%
Total	40	100%

**Table 3-16 .current course for students needs .**



**Figure : current ESP course for students .**

It is observed from the previous table that the option "No" is chosen by the majority of students 72.5% which indicates that the current courses are not suitable for student's

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

needs , while 20% of participants chose the option "Yes" . Only 7.5% responded with "Do not know" which indicates that they are not taking the ESP course seriously .

### **The interview :**

In fact there was a face to face interview with three teachers . The data are presented below .

#### **Question 01 : the specialty of the ESP teachers :**

The aim of this question is to know the teachers speciality in teaching ESP courses at the department of biology. All teachers were ESP teachers .

#### **Question 02 : how long have you been teaching English at the department of biology ?**

The aim behind this question is to know the experience of teachers in teaching English at the department of biology . From the teachers' replies, their experience ranges from 6 to 14 years . This means that they have long years in the process of teaching.

#### **Question 03 : do you find the amount of time assigned to your module enough ?**

The question aims at knowing if the amount of time assigned by the administration is enough or not . All the teachers were not satisfied with the time assigned to the English course , since two hours a week is not enough in managing the course .

#### **Question 04 : how would you describe your students during the lecture?**

This question is intended to know the students motivation during an ESP course . According to the teacher , most of the students are demotivated . That means they are not interested in taking an English course because the course does not serve their needs .

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

### **Question 05 : how would you classify your students' level of English ?**

This question aims to know the students' level in English. All the teachers agree on the fact that students have a low level in English . Thus , the ESP course does not make changes on the students' level .

### **Question 06 : is there any official English syllabus or textbook for students in the department of Biology ?**

The aim behind this question is to figure out if the ESP teachers use new materials to facilitate the way of presenting the lesson . All teachers said "no" because they are facing a serious problem of lack of materials.

### **Question 07 : which types of teaching materials do you use to cover the weaknesses of your students ?**

**Teacher 1 and 2 :** ..."to cover the lacks of our students , we sometimes use online documents ,video tapes...

**Teacher 3 :** ... I use material such as grammar textbooks, audio cassette and manual. ,

### **Question 08 : do you focus more on improving ?**

The question aims to find out the two main skills which the teachers focus on improving more for students . The three teachers agree on improving "reading and writing" , "vocabulary and grammar" rather than "listening and speaking" skills .

### **Question 09 : do you adopt a certain teaching method ?**

**If yes please mention it .**

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

This question aims at knowing if the teachers adopt a special teaching method to teach ESP . Teachers stated that there is no certain method , they only use CBA or only some traditional methods.

**Question 10 : do you think that the present courses are helping in improving the English level of your students ?**

As an answer to this question teachers said "No" about the present courses , they see that it does not help the students to develop their level any further .

**Question 11 : according to you what are the lacks of Biology students in English ?**

The aim of this question is to know the lack of biology students in English . Teachers observed that the weaknesses of their students are : speaking first , writing , vocabulary and grammar .

**Question 12 : how do you find the content of your present English courses ?**

This question is aimed to discover the content of the present English course . Teachers claimed that the English course was interesting .

**Question 13 : According to you, what are the needs of your biology students in English ?**

**Teacher 1** : the needs of biology students in English are : "to be able to read special documents in their field" and "to be able to write an abstract or a formal document" .

**Teacher 2** : students need to : "Giving formal presentation" and "To listen to lectures"

**teacher 3** : students need "To be able to write an abstract or a formal document" and "Giving formal presentation" .

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**Question 14 : do you think that English should be taught by :**

The aim of this question is to know how English should be taught . Teachers choose the option of "Collaborative teaching" as how English should be taught .

**Question 15 : do you think that the ESP teachers should attend special ESP training programs to be mature enough?**

The aim of this question is to test the degree of awareness of ESP teachers concerning the need for self training in the field of teaching ESP. All the teachers said they wish to attend a special training program to be well trained in their domain.

Conclusion :

The current chapter provided a presentation of the data we gathered by using a questionnaire and interview.To answer the research questions: what are the needs analysis and the training of ESP teacher .Data obtained from the students' questionnaire, teachers' interview were quantitatively and qualitatively treated then presented in form of percentage (%) and figures.

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

## **CHAPTER FOUR**

RESULTS AND DISCUSSIONS OF FINDINGS , SUGGESTIONS AND

RECOMMENDATIONS

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

**Chapter 4** : Results and discussions of findings, suggestions and

Recommendations :

**Introduction :**

This chapter is devoted to the discussion of the findings obtained from both the students 'questionnaire and teachers ' interview. The researchers try to answer the research questions. Also some suggestions and recommendations are going to be presented.

4.1. discussion of the findings :

The findings of the students ' questionnaire and teachers ' interview are going to be discussed in this section.

4.2. The discussion of the students ' questionnaire :

The findings show that the sample population is 3<sup>rd</sup> year students from the department of biology, their specific fields are : physiology animal, microbiology and ecology. The students were aged between 19 and 31 years old, and the majority were females which indicate that the sample is mature enough to be questioned and that they are aware of their weaknesses, lacks, and conscious of how the English course can serve their needs in their specific field. Besides, the results show that most students chose French as their second language which indicates that English is not yet generalized at the Algerian universities as The major language of science and scientific research.

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

The analysis shows that the majority of learners had an intermediate level in English before they entered the university, and it remains the same after having ESP courses at the university, this can only be explained by the ineffectiveness of the ESP courses which do not enhance students' levels. Also, the results demonstrate that most of participants are interested in taking an ESP course, this implies that the ESP is important for their future careers and they need it to improve their skills in order to be able to communicate in the target language easily and to write academic articles, participate in oral discussions in their field of study.

The result obtained from student's reasons to study English indicate that half of students chose the option « to pass exam only » but others declared they wanted to learn English for understanding lectures on biology in English, and to take part on oral discussions, this indicates somehow, a medium level of the students awareness towards the importance of their ESP course, however, the majority of them were aware about their lacks and needs in the target language in accordance with Biology of course, this is why they did not hesitate to mention their preferable learning materials when they were asked to mention them.

Students agreed that grammar and speaking skills are the first problems that faced them in mastering the English language, whereas, they evaluated themselves as having an average level in reading, writing, vocabulary, and listening skills. Finally, the findings revealed that most ESP lessons focus on vocabulary and grammar, and from time to time some sessions are dedicated to reading and writing skills.

### **4.3. The discussion of teachers' interview:**

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

In brief, the findings collected from teachers' interviews reveal that all the interviewed teachers were ESP teachers who taught in several departments and their experience in English range from 6 to 14 years, so they are thought to be familiar with multiple learners in different fields.

According to the results, all teachers reported that they were not satisfied with the time assigned to the English course, since two hours a week is not enough in managing the course. Moreover, the results indicate that the majority of students are unmotivated, which means they are not interested in taking an English course, thus, the course does not serve the students needs. Also, the data collected reveal that all the teachers agree on the fact that students had a low level in English. Thus, the ESP course does not make a change in the students level. Teachers agreed that they face the problem of the lack of materials.

Therefore, each one of the teachers stated various types of teaching materials such as: video, records and data shows from time to time, in order to make the course more enjoyable and students may benefit more. The findings also show that all teachers agreed on improving the "Reading, writing, vocabulary and grammar skills of their learners since these skills are the most important for biology students in their professional real life after they graduate. However, teachers confirmed that they adopt no certain method which suits all the learners, in fact, only some random traditional methods are used during the course and even while designing the course. In addition, though teachers claimed to make efforts on improving the learners skills by encouraging them: to listen to lectures, taking part in oral discussions, writing academic papers and giving formal presentations in their specific fields, teachers see that the present ESP courses are not helping the students in the department of Biology to develop their level any further and their lacks in: speaking, writing, vocabulary and

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

grammar remained always the same .finally,the results indicate that all teachers chose the option of “Collaborative teaching”when they were asked about the appropriate way of teaching such courses, because they only see themselves as facilitators for knowledge,not a real practitioners of ESP.

### **Recommendations :**

The obtained results from the student's questionnaire as well as the teachers' interview lead us to consider some recommendations to be applied in the near future,these suggestions emphasize the need for a well trained ESP teachers,because as the results revealed ; most of the untrained esp teachers deal with a mixture of issues when designing a course for a certain group of student.,Hence,this would certainly demotivate the learners . for this reason teachers should :

.Create contexts for their learners to gain confidence in using the English language in real contexts .

.Use integrating Information Communication Technologies in their classes and provide authentic materials which extract the real information.

.should motivate the learners to get involved in the ESP course, this can be done through the improvement of their general language level as a first step,then the ESP teacher must try to bring authenticity to the class.

.Concerning the training of the ESP teachers ,more Collaboration with subject specialists with organized meetings, seminars, and workshops are highly recommended.

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

. Develop printed documents for undergraduate students in the department of Biology about

ESP in general in the form of a scientific published journal.

.Ask the administration to schedule more teaching hours to reach the objectives of the course.

### **Conclusion :**

This chapter deals with the discussions of the findings of both the students ' questionnaire and the teachers ' interview. The information gathered helped in reaching the aims of the study, which discovered that the majority of biology students are not satisfied with the outcomes of their ESP courses. The syllabus used by the current esp teacher at the department of biology does relate to students ' field of specialty but does not relate to their needs, interests and wants. Finally the researcher presented some suggestions and recommendations for both learners and teachers.

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

### **General Conclusion :**

Algeria is no different from other countries that were influenced by the globalization of English in the educational domain. Though, ESP is recently introduced as a compulsory course in different departments such as Biology, Economics and medicine, This module is not given much importance from both educators and learners, due to the fact that they both do not differentiate it from EGP. The main objective of this study was to investigate the English learning needs in the field of Biology and the ESP teachers' programs to cover those needs, it is now acknowledged from our previous informations that ESP courses are necessary to serve learners specific needs within their target situations, however, results show that it is not the case in the department of Biology at djilali bounaama university, giving the fact that the courses students attend do not meet their needs since they are EGP courses. In addition, another objective of this study was to discover if appropriate materials are designed to reach effective ESP courses, a mixed method was implemented for the sake of collecting data of quantitative and qualitative nature through a questionnaire to the third year students at the department of Biology as well as a semi-structured interview directed to three ESP teachers at the same department. The analysis of the data shows the students lack of motivation towards their ESP course; the majority of them confirmed that the course content is boring and does not meet their expectations as it does not go beyond some general topics which do not serve their needs students in the field of Biology. Thus, the materials provided to fulfill the aims of their ESP course are not of a great value since they do not cover the students' actual lacks. Hence, these issues are related to the ESP teachers and their special training in the

## **The Needs Analysis and the Training of the ESP Teacher as Key Factors to Successful ESP Course**

field of ESP, in accordance to this later, the third objective of this study was to evaluate the proficiency of ESP teachers in the department of Biology; the findings reveal that all the teachers were EGP teachers and they taught English at several departments to various groups of learners, this confirms the fact that they did not get special training in the field of teaching ESP nor did they attend special training programs. Instead, the results revealed that teachers at the department of Biology adopt some traditional methods while designing their ESP course neglecting the special needs of their learners. For these mentioned issues, the researchers have suggested some recommendations to better understand the importance of the ESP course.

## **APPENDICES**

**Appendix A : Student Questionnaire:**

Dear participant:

You are kindly invited to participate in this research by completing the following survey. The questionnaire aims at investigating the biology students views and visions concerning the ESP courses they are studying in their third year, your contribution will greatly assist us in completing our academic work and enhance the understanding of this research focus. Thank you very much for your precious time.

**Section 01:**

Demographic information ; please tick(✓) the appropriate answer when necessary:

1\_ your identity:

1\_1\_Gender: Male.  Female

1\_2\_Age:

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

1\_3\_Second language: French.  English.

1\_4\_Your specific field of

study:.....

2- Your Level of English before you enter to the university was:

High .  Low.  Intermediate.

3\_Current level of English:

High.  Low.  Intermediate

4\_Are you interested in taking an English course in your specific field?

Yes  No

**Section 02:**

1\_ Why do you want to study English?

To take part in oral discussions in English.

To understand lectures on Biology in English.

To pass exams only.

2\_ which learning materials do you prefer during the lecture? scientific textbook   
 manual  grammar  book  audio cassette  technical documents

3\_ Do you think that your problems in mastering good English are due to :

Speaking.  Listening.  Writing.  Reading.  Grammar.  vocabulary.

4\_ As a biologist do you think that you will need English after your graduation?

Yes.  No.  Do not know

### Section 03:

#### 1\_ Describing the actual course content

1\_1\_ My English language mainly focuses on improving:

My listening and speaking skills.

My reading and writing skills.

My vocabulary and grammar.

1\_2\_ How do you find the content of your English language course.

Interesting.  Boring.  Do not know.

1\_3\_ Do you think that the present English courses are helping in improving your English language level.

Yes.  No.  Do not know.

1\_4\_ Do you think that the English course should be taught by

Subject specialist.  Language teacher.  Both.

1\_5\_ What role do you like your teacher to have:

A person who controls everything in the class.

A person who does not control everything but helps and guides you in learning.

1\_6\_ Do you think that your current course tackles your needs in English ?

Yes.  No.  Do not know

**Thank you very much**

**Appendix B : The Teachers' Interview**

**Dear teacher you are kindly asked to answer the following questions:**

**Part 01 :**

1. Teacher's full name:.....

2. Teacher of: .....

3. Are you a:

GE teacher,  LE teacher  subject specialist.

4\_ How long have you been teaching English at the department of Biology?

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

5\_ Do you find the amount of time assigned to your module enough ?

Yes  No

- If no , what amount of time would you suggest and why ?

.....  
.....

**part 02 :**

6\_ How would you describe your students during the lectures?

Demotivated.  Motivated

7\_ How would you classify your students' level in English?

High  low

8\_ Is there any official English syllabus or textbook for students in the department of Biology?

Yes.      No

9\_ Which types of teaching materials do you use to cover the lacks of your students?

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

10\_ Do you focus more on improving?

Listening and speaking skills.  Reading and writing skills.  Vocabulary and grammar.

11\_ Do you adopt a certain teaching method ?if yes please mention it.

Yes.  No.

12\_ Do you think that the present courses are helping in improving the English level of your students any further?

Yes.  No

13\_ According to you what are the lacks of Biology students in English?

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

**Part 03 :**

14\_ How do you find the content of your present English courses?

Interesting.  Boring.

15\_ According to you what are the needs of your Biology students in English?

To be able to read special documents in their field.

To be able to write an abstract or a formal document.

Giving formal presentations.

To listen to lectures.

16\_ Do you think that English should be taught by :

Subject specialist.  Language teacher.  Collaborative teaching.

17\_Do you think that the ESP teacher should attend special ESP training programs to be mature enough?

.....  
.....  
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