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> **Needs Analysis as Pre-requisite to Syllabus Design for ESP Instruction: A Comparative Study between Business English Learners at Graduate School of Economics of Oran and EOP Training at SONATRACH.**

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Dedications

To my parents

To my family

Abstract

The research at hand explores the foreign language learning (FLL) phenomena peculiar to English teaching by analysing learners' needs to design English for specific purposes (ESP) syllabi and course-books. Such investigation took place at SONATRACH (camp 6) and the Graduate School of Economy (GSE) fertile areas for ESP use and instruction. The analysis and synthesis of ESP and more exactly business English (BE) and English for occupational purposes (EOP) language is of great significance to be acquainted with learners' needs and objectives. This paper addressed the key notions about how to build and design tailored syllabi plus course books for underlying needs and special purposes. The research is based on a meta-analysis of the documents and methods of ESP learning, to single out EOP as well as BE and the moderator variables to procure and shape English programmes and lessons for this category of language learners. The methodology adopted a mixed-method design to gather qualitative and quantitative data. The investigation aims to improve the ESP syllabus and courses design to target the side of language and knowledge that meet the need of ESP learners in a restricted period of time. On the other hand, the study makes use of aspects of investigation; an interview administrated to ESP teachers and a questionnaire for BE and EOP learners supported by the class observation that has empirically contributed to reaching noteworthy data and their objectives revolve around the informants' views and thoughts about ESP teaching and learning. Furthermore, the research establishes a comparison to identify the resemblance and differentiation in teaching English existing in the Graduate School of Economics of Oran and the EOP Training Courses at SONATRACH. The findings demonstrated the crucial role of prior needs assessment. They also indicate an elaborated strategy for the way learning activities/tasks would be systematically selected and sequenced. Statistical analysis evidenced that skills improvement should be classified by priority according to the type and the main goals of the learners by using appropriate teaching methodology and instructional materials in accordance with content specification based on the learners' requirement, profile and level. Further, Teachers need to have professional training in specialized language and in designing ESP syllabuses so as to operate adequately in the target context.

Key-words: ESP (BE and EOP) teaching & learning - trainers/ trainees - needs analysis - syllabus - text book – course design

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List of Abbreviations and Acronyms

- **BE:**   Business English
- **CLT:** Communicative Language Teaching
- **C L:** Cross-linguistic
- **CNP:** Communicative Needs Processor
- **EAP:** English for Academic Purposes
- **EFL:** English as Foreign Language
- **EGP:** English for General Purposes
- **EOP:** English for Occupational Purposes
- **ESP:** English for Specific Purposes
- **FLA:** Foreign Language Acquisition
- **GSE:** Graduate School of Economy
- **L1:** the First Spoken Language
- **L2:** the second Spoken Language
- **L3:** the Third Spoken Language
- **LSP:** Languages for Specific Learning
- **NAS:** Needs Analysis Strategies
- **IT:** Innovative Teaching
- **SLA:** Second Language Acquisition
- **TESOL:** Teaching English to Speakers of Other Languages.
- **TG G:** Transformational Generative Grammar
- **TSA:** Target Situation Analysis

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General Introduction

Teaching English as a Second Language (ESL) or as a second foreign language which is the case of Algeria has significantly been expanded worldwide. Considering the international language in various professional areas, English has become the language of science, business, and technology; hence EFL is now well established as an important and distinctive part of English Language Teaching.

In this prospect, ESP is defined to meet the specific needs of the learners, by employing the basic as well as fundamental methodology and approaches of the instruction and training it attends, i.e., ESP emphasizes the language, skills, discourse, types and categories relevant to these activities. Indeed, ESP learners may be categorized into two types: English for Academic Purposes (EAP) students whose eventual goal is to improve their English for their education including non-native speakers besides, English for Occupational Purposes (EOP) learners whose primary purpose of learning English is to improve job-related language skills and objectives.

The goal of people registered in BE/EOP is to learn how to use English adequately in a specific context. Their fundamental aim is to understand and interact with people from distinct areas of the world who use English as means of communication and to deploy varied documents. More specifically, in the sphere of EOP, English is considered a necessary tool so that to obtain a job, get promoted, and perform effectively in the working world. Although English for specified and occupational purposes is intensively progressing, the need for general English programs stands as an essential discipline in parallel with the expected use of English skills for learning in multitude specific fields

The study figures out deep-seated characteristics that identify the ESP discipline and the learner's underlined objectives. Taking current theories on the learner profile as a starting point, it concentrates on a model of the workplace as well as company training courses (learning English at SONATRACH institution) that associate the educational principles of foreign languages (French- English) with job performance and working tasks conditions. Furthermore, it also deals with the Graduate School of Economy, teaching foreign languages in this school, aims to compound the core elements of a degree in economics with language and cultural skills

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to allow students to gain an edge in the worldwide economy. These interdisciplinary studies might thus shape the new profile of multilingual economists.

The research in hands intends to show the fundamental prospects in designing syllabi and course books for ESP learners and to help the non-native speakers to develop their ability to understand, speak, read and write English the way it is utilised in their academic, professional and also in their daily life. It also attains to deal directly with the English learning documents and how are employed in the training courses.

The new exigencies in the petroleum industry; science and technology have urged the Algerian universities besides the company of SONATRACH to give substantial interest to English teaching/ learning since it is a factor to achieve efficient communication internationally and competing in the domestic and foreign markets.

In SONATRACH, a particular importance is given to the typical learners who belong to different departments (engineering, management, finance, communication, judicial, and law…) and have a basic knowledge of Standard English. Actually, these learners are obliged to improve their language competencies at work when and where English is the principal medium of expression.

When applied to academia, GSE students with interest and aptitude in both economics and foreign languages (English language) can be the ideal point to combine these skills. It will be prepared for further academic research or could be an advantage to gain a job either in the private industry or in the public sector. Accordingly, change efforts are needed, especially, for appropriate syllabuses, faculty development, and extracurricular English programs. Thus, performing ESP courses should be considered for learners who need more content-specific studies in their professional communication. Therefore, the methodology of the study has to allow emergent themes to appear clearly while exploring the major questions of the research. Five questions are put forward so that the scope of research will be clearly identified.

1. **Do ESP teachers draw on learners' needs analysis to plan their teaching?**
2. **How can needs analysis help design efficient syllabuses?**
3. **Do courses in ESP affect learners' communicative language ability?**
4. **What challenges do ESP teachers face in developing syllabuses?**
5. **What challenges do ESP teachers face in developing Learners' communicative language ability?**

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Five hypotheses are suggested as tentative answers to be tested and decide whether they can be validated or invalidated.

1. There may be a positive correlation between the extent to which ESP teachers conduct learners' needs analysis and the effectiveness of their teaching plans. The incorporation of learners' needs analysis into teaching planning may vary among ESP teachers. While some teachers consistently use needs analysis to inform their instructional strategies, others may rely on more general approaches or personal preferences.

2. If needs analysis is effectively conducted, there might be a high degree of alignment between the identified needs of learners and the content, objectives, and practices within the syllabus. This alignment might contribute to the overall efficiency of the syllabus.

3. As ESP courses are designed to address learners' specific language needs in professional or academic contexts, participation in these courses is expected to result in a targeted improvement in communicative language ability and to acquire specialized vocabulary relevant to their field of study or profession, contributing to enhanced communicative language ability within the specific domain. The emphasis on situational language use may positively impact communicative ability.

4. ESP teachers face difficulties in creating syllabuses that cater to the diverse linguistic and professional backgrounds of learners. Strategies for addressing this challenge might involve incorporating flexible instructional approaches. ESP teachers may struggle with limitations in time, materials, and institutional support.

5. The complexity of situational contexts within specific professional domains may pose challenges for ESP teachers in designing activities that effectively develop learners' communicative language ability within these varied contexts. Limited resources, including time, materials, and technological tools, may pose challenges for ESP teachers in providing diverse and comprehensive communicative language development opportunities for learners. The research is performed to determine the major difficulties that make English language teachers floundering when trying to deliver ESP courses and design syllabi that are compatible with learners' profiles. It also aims to testify the learners as well as the English language teachers' awareness of the needs and objectives behind the ESP courses.

A triangular approach is adopted to combine quantitative and qualitative data that this research requires. Data is gathered through three tools namely: the observation of the learning process,

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the questionnaire that is distributed for the BE/ EOP participants besides an interview designed for English language teachers at the aforementioned institutions (GSE- SONATRACH).

However, an important part of the research involves several ELT-methodology-specific communicative strategies that are indispensable in the ESP lecture/course. Furthermore; some issues unique to adult learning are developed such as motivation and learning cycles, self-directed learning techniques, and tools to heighten the function of ESP teacher to create a supportive and engaging learning environment where students can explore, experiment, and discover their own unique interests and talents.

The study adopts a mixed-methods design, involving a micro-scale case study within two institutions. The purpose of using a mixed-method approach is to gain a more comprehensive and enhanced understanding of the phenomena and the strengths of each method, our main objectives are to figure out the crucial elements of successful English teaching/learning that led to positive outcomes. So that informants would be adjusted well to their job environment, as they will be equipped with the language skills that were selected, prioritized, sequenced, taught, and evaluated based on their specific needs as technical learners.

It is quite significant to mention that most of the EOP learners have not practiced their English since their studies; on the other hand, the BE learners in GSE are faced with a new type of English known as business English. Some of them may already have advanced linguistic proficiency in the English language, but they might lack communicative or cultural proficiency in the learning and work-specific contexts. The EOP trainees are busy with their responsibilities at work. So, they cannot spare a moment for reading and checking various documents or websites to enhance their communication skills, but they ought to acquire precisely what they need from the target language.

As an interdisciplinary English teacher, ESP trainer and a researcher in applied linguistics, I have noticed that the theories and practices complement each other to develop effective foreign language training for academic and occupational learners. So, how would the educational documents be chosen and how they could be taught, tested, and evaluated in these specific contexts of education?

Needs analysis (also known as needs assessment) has a crucial function in designing any language syllabus and course. Logically, needs analysis is the first step in course design and it ensures that the presented information should be valid and relevant. Validity ensures that the

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course content should be accurate and reliable; moreover, the source needs to be directly related to the course objectives and goals.

It is noteworthy to state that with Munby's Communicative Syllabus Design in 1978, situations and functions were set within the frame of needs analysis. Based on Munby's study, Chambers (1980) introduced the term Target Situation Analysis, and from that time several other terms have also been introduced such as Present Situation Analysis, Pedagogic Needs Analysis, Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Register Analysis, Discourse analysis, and Genre Analysis. However, in Munby's Communicative Needs Processor, the target needs and target level performance are instituted by studying the target situation. Additionally, needs analysis as central to ESP is the necessary starting point in materials or course design.

As a matter of facts, different approaches about needs analysis aim at responding to the ESP requirements, in addition to enhance the process of learnability and language acquisition. A comprehensive concept of needs analysis was worked out by Dudley-Evans and St. John (1998, p.125) which encompasses all the approaches. Their current concept of needs analysis includes the conditions in which the course will be run besides all the information about the learner. More precisely it covers totally all the factors that may bear upon the way language is learned (wants, means, subjective needs). Moreover; it gives assumptions about the learners' existent proficiency and language ability (present situation analysis).

Purposefully, the analysis is extended to detect the interval between the actual situation and professional information about learners, along with learner's needs from the course (short-term needs), the effective ways and skills of learning and the type of discourse determined by these lacks. Alternatively, the learners' professional information envelops the tasks learners would be using English for (Target Situation Analysis), the overall circumstances in which the learners will be using the language they are learning, including the knowledge of how language and skills are to be employed (register analysis, discourse analysis, genre analysis).

Without a doubt, needs analyses types are complementary and each of them provides a piece to complete the puzzles that contribute in analysing language requirements and assessing the level of acquisition. Most of the works done in ESP have sought to promote the communicative language teaching which emphasizes interaction as being the ultimate goal of study. On that account, starting with register analysis, help EFL/ESP practitioners and the pedagogic

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hierarchy, to preserving time, and efforts and put the finger on the most interesting parts of English teaching to reach the underlined objectives.

Language learning is not only acquiring grammatical structures but also grasping its function. Therefore, BE/ EOP learners should be able to exchange opinions and deepen language learning by being fully immersed in the English language and attempting to speak to natives and bring it more fully into their daily communication which would help them to approach fluency and coherence.

It is widely agreed that textbooks are of great value in the field of teaching and learning. Hence a growing body of research examines the purpose and the objectives of using course books in ESL and ESP classes. Although there are different attitudes towards their use, course books stand as the primary agents of transferring and communicating knowledge to learners.

Theorists' points of view could be summarized in Tomlinson (2001) thought and who sees two different categories:

> *the protagonists who believe that course books give coherence, systematicity, comprehensibility, continuation, and progression. On the other hand there are the antagonists who consider course books as casual and reductionist because they are not compatible with the different requirements of the learners.*

In most language programs, teaching materials have a crucial job in shaping knowledge and attitudes in pedagogy framework. They should be analysed and evaluated by standards and checklists based on specific criteria. Generally, the managerial and teaching staff in ESP institutions have to admit that course books are the foundation of the teaching/learning process providing substantial assistance for teaches and trainers. As mandatory didactic resources, course books continue ensuring the effectiveness of instruction and success at school.

However, as a researcher, we wanted to know if the existing syllabuses have created opportunities for BE/EOP learners to acquire the target language in specific learning institutions before utilizing it in real and occupational life as well. As Nunan (1988, p. 98) puts it, "Materials are an essential element in the curriculum and do more than simply lubricate the wheels of learning. At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfil a teacher development role".

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None can deny that course books are the visible heart of any ELT program for teachers and learners. Their advantages appear in the educational context and concrete support because published materials have more credibility and efficiency in terms of time and effort by reducing the overload of teacher-generated materials. However, course books are an essential resource for self-directed learning and play the main role in the ESP curriculum and syllabus.

In the arena of ESP, teaching documents could be a source of ideas and activities, and references for students moreover, a syllabus for pre-determined teaching/ learning objectives, and real support for less-experienced teachers. Most importantly, as mentioned by Hutchinson and Torres (1994), can support teachers through potentially disturbing and threatening change processes, demonstrate new and/ or untried methodologies, in addition, to introduce change gradually…

In addition to what has been said, ESP documents could provide inputs, a structured language program, a variety of learning resources, and an attractive as well as visual appeal for learners after testing and investigating their suitability and appropriateness

The research in hand will be arranged into four systematized chapters. The first- two parts will deal with a whole description and discussion of the preceding literature on the teaching and learning of English for specific purposes plus the major educational perspectives. Moreover; it covers the main aspects of the investigation focussing on ESP, needs analysis, curricula, and syllabus, target analysis related to linguistic theories. The next-two parts will expose thoroughly the principal methodologies and the practical part by describing the data, data collection, findings as well as their analysis.

Chapter one presents a broad review of the relevant literature relating the fundamental considerations about languages for specific purposes acquisition and the principal theories and approaches to their instruction, besides it exposes an overview of ESP and the procedures of target analysis by emphasizing and including content and language integrated learning, instructional design within ESP educational levels, i.e., English for professional and career development.

Chapter two sheds the light on curriculums and syllabuses design, assessment, and the main role of a communicative and learner-centred approach in developing communicative skills in ESP learning. This part provides in-depth all the teaching planning principles, by stating their

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major aims and objectives. The researcher's role and the ethical considerations related to the research process have been briefly elucidated in the next particular part.

Chapter three is devoted to the research tools and methods. It explains the techniques and instruments in collecting data within the current work, besides it figures out a vivid representation of the pedagogical institutions as well as the population under investigation. Furthermore, it gives the complete procedures of the practical investigation and the scope of the study. Chapter three brings forth a detailed description of the questionnaire, the interview and the class observation, likewise, the collected data at each level of these strategies and methods of investigation.

Chapter four describes the data analysis of the BE and EOP learners' questionnaires findings. The chapter persists the processing by giving a comparison between the two questionnaires aiming at affording the similarities and differences found in EAP (BE) and EOP teaching/ learning. Furthermore, this chapter also studies the data have been achieved from class observation and the teachers' interview and the way they perceive the teaching process in the two contexts and how they evaluate and assess learning and learners' behaviours. Chapter four includes also the major recommendations offering concrete and actionable solutions as well as keys for future researches.

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Chapter One: An overview of ESP Teaching and Learning within LSP Framework.

1.1. Introduction

This chapter seeks to provide a general review of the preceding approaches, issues, and practices of the English language teaching to foreign speakers. It mainly has the goal of providing a comprehensive exploration of this field of study with a specific emphasis on the pedagogical issues, in addition, to provide a source of teaching principals and teachers duties in the field of languages for specific purposes acquisition.

In the last decades, the arena of teaching English for specific purposes has developed into a dynamic worldwide community of language teaching. They search to improve the quality of language teaching and learning, concentrating on the following issues:

- Understanding learners and their needs, motivations, roles, and strategies and the user processes in language learning.
- Understanding the type of language teaching/learning and the roles of teachers, teaching methods, and teaching materials role in facilitating successful learning.

1.2 Languages for Specific Purposes Learning

Theories of teaching foreign language describe language as a system of structurally related components for coding and decoding meaning. But **LSP** learning (Languages for Specific purposes) has to do with the functional meaning such as the semantic and communicative dimensions: are the main factors of the acquisition of the functions and notions of the language. At this stage, it is clearly understood that the method overlaps and piles on definite components that function all together to stand up for and boost the teaching duty such as **syllabus**, **tests**, and **assessment**.

1.2.1 Language as Functional and Communicative Means

The view that language is a functional and communicative means has contributed to the development of communicative **syllabuses** and **curriculums** for language teaching. Firth (1950) claimed that a broader sociocultural context, which included participants, their

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behaviour and beliefs, objects of linguistic discussion, and a word choice, should also be taken into consideration while teaching any language**.**

1.2.2 Communication Perspectives

A communication perspective focuses on how our shared meanings and practices are constituted through language and symbols, the **construction of messages**, and their dissemination through media, organizations, and society.

1.2.2.1 Fluency

According to Ellis and Sinclair (1989), language users are supposed not to make pauses and to speak spontaneously and meaningfully, without excessive repetition. Hedge (2000) goes even further with her definition of fluency, stating that it implies coherent response within turns of communication, as well as appropriate use of linking devices, intelligible pronunciation, and proper intonation.

CLT emphasis on comprehensibility and not accuracy, for speaking fluently does not imply speaking accurately (Canale and Swain 1980), which means that errors are tolerated. Fluency creates a sense of comfort, self-confidence, and control even in those speakers who lack strong pragmatic competence.

1.2.2.2 Semantic Content

Since the Communicative Approach bears attention to meaning, the semantic content of language learning, the grammatical structures are learned and acquired through meaning and not vice versa. "Thus, while teaching a language, a teacher is supposed to select learning activities in such a way as to engage learners in meaningful and authentic language of a teacher-centred classroom (Al-Mutawa and Kailani, 1989).

To distinguish communicative learning from traditional one, students play a major role in the learning process and the object of learning. Another role is the role of a joint negotiator within the group, which points to the fact that failed negotiation is not the fault of the speaker or listener, but a joint responsibility (Breen and Chandlin 1980; Richards and Rogers 1986).

1.2.2.3 Student-Oriented Approach

The fact that classes in communicative approach are student-oriented and the importance of the teacher is defined as a facilitator of language learning as well as an independent participant

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within the learning-teaching group. The teacher is also perceived as a group process manager, analyst, and counsellor (Rihards and Rogers, 1986; Larsen-Freeman, 1986).

1.2.3 Language Teaching through Holistic Approach

Richards and Rogers (1986) claim that CLT is an approach rather than a model since methods are considered to be fixed teaching systems with prescribed techniques, while approaches are held to be teaching philosophies that can be applied in various ways in the classroom.

One more point to be discussed within the theoretical framework of CLT is whether the theory of language underlying this approach is holistic or behaviouristic. Since the basic idea is that of language as communication (Richards and Rogers, 1986), this approach is viewed as a mélange of the knowledge of grammatical structures and performance.

In other words, both the usage and use of language (Widdowson, 1984), including active student participation, knowledge construction, individual and collective discovery, and problem-solving, suggest that this approach is holistic and that it contrasts conventional approaches to education.

1.2.3.1 Teachers' Role

Researchers become aware that teachers cannot implement a given teaching method to accomplish their job. Scherer, Wertheimer (1964) an obvious solution to these problems was recognizing the role of classroom observation in discovering what took place in the 'black-box'; this is clearly explained in Long's words: "it is reasonable to assume that what goes on inside the classroom, including the teacher's role in this, is the single most crucial element in determining how students perform. (Long, 1983, p.3)

The focus of the LSP teacher role starts by class-room **observation** and **interaction** analysis, major **tools**, recommending specific teaching styles, since professionals began to conceive the role of learners and recognizing that, classroom interaction has to be managed and by all present, not just by the teacher (and) that it is through this joint management of interaction in the classroom that language learning itself is jointly managed. (Wright, 1984: 156)

1.2.3.2 LSP Lesson Planning

In summarizing their thoughts, Pawlek, Allwright, and Baily (1991) point out that teachers plan their lessons about what is going to be taught, the **method** they are going to employ and the atmosphere they would like to create. Those non-local pedagogic decisions are modified

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through social interaction. So, the emphasis of **the interactive process** effects directly the development of **communicative competence** in language learning, the exposure to the target language input, and interactive language use with an emphasis on the form and meaning. Seliger (1983, p.262), determines that using the target language as a tool for social interaction affects the rate of acquisition of a foreign language.

1.2.4 Communicative language Teaching Components

The two major components of CLT were embraced by CL: **socially-oriented lessons** and **small group interaction** (Kagan, 1995). Since the popularity of CL has grown over time and had a positive impact on almost all aspects of language acquisition and language learning, linguists, methodologists, and pedagogues have started carrying out further examinations of CL and its three vital variables (Krashen, 1985; Kagan, 1995): 1) input; 2) output and 3) context.

1.2.4.1 Input
According to Krashen's Second Language Acquisition (SLA) theory (1985), which in this case could be applied to Foreign Language Learning, comprehensible, developmentally appropriate, redundant, and accurate input (Kagan, 1995) is a key to successful mastery of any language.

1.2.4.1.1 Comprehension
To facilitate language learning, students should make comprehensible sentences. The more language students hear and understand the faster and better they learn the language (Long and Porter 1985). Basta (2011) explained that the CL environment makes this possible because a small group setting allows a greater degree of comprehensible input: the speakers in the group are usually of the same level, which results in the production of the level appropriate language and easier negotiation of the meaning. This would not be possible if teachers were in the centre of these activities, for they use more complex, level inappropriate structures.

Moreover, CL enables language learners to focus on the essential meaning rather than the linguistic form of the language (McDonell, 1992), i.e. on memorizing vocabulary and grammar (often achieved through drill exercises in isolation with no chances to communicate and cooperate). Yet, comprehensible input is not enough. Even if the language is comprehensible, it doesn't need to stimulate the next step in language acquisition unless it is in the Zone of Proximal Development (Vygotsky, 1978).

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1.2.4.1.2 Developmental processes

Vygotsky defined the Zone of Proximal Development (ZPD) as the area between the actual development level where the child can solve problems independently, and the potential developmental level where the child can solve problems under adults' guidance or in collaboration with more advanced peers. The child's developmental processes happen first between people when they are co-constructed during shared activities, whereby the processes are internalized by the child and become part of the child's cognitive development.

Within CL, groups should be formed in such a way as to engage some more advanced students who would support the development of their less fluent peers, for through imitation and a teacher's guidance students are able to do much more. Furthermore, Kagan (1995) claimed that comprehensible input in the ZPD would not ensure language acquisition if the student was not exposed to the input repeatedly and from various sources.

1.2.4.1.3 Redundancy

The CL environment is a natural source of redundant communication. Finally, accuracy is one of the prerequisites for successful language learning in the CL setting, for grammatically correct communication, followed by an adequate word choice and proper pronunciation facilitates language learning and language acquisition. (Basta, 2011)

1.2.4.1.4 Accuracy

Before, traditional classrooms provide more opportunities for accuracy, (Basta, 2011) added" as peers' output is less accurate than a teacher's output. Nonetheless, traditional classrooms achieved accuracy at the expense of students' output: teachers were those who were talking, while students were hindered from any communication and language production.

Therefore, it could be concluded that a frequent communicative output produces language acquisition far more readily than a formal accurate input. Mc Groarty (1989) points to the benefits of CL, claiming that students gain both comprehension and production of the second/foreign language. The learning environment, abounding in activities promoting verbal exchange and interaction, contributes to speakers' fluency and language mastery.

1.2.4.2 Output

As it was mentioned previously, interactions are crucial preconditions for Foreign Language Learning both in a natural linguistic context and in classrooms. Many theorists believe that

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comprehensible input is not the only successful communication. Output also plays a significant role in language learning.

Student output was restricted in traditional classrooms (Chaudron 1998; Mickan 1995 and 1998; Tusi 1995), as teachers were considered to be the sole authority. CL enables students to actively participate in communication, which increases the production of students' language. Therefore, language acquisition/learning is fostered by the output that is functional and communicative (Swain 1985), frequent, redundant, and consistent with the identity of the speaker.

1.2.4.2.1 Functional and Communicative output
It occurs only if students are encouraged to produce the language that is representative of the way native speakers communicate in an everyday setting (Basta 2011). Teachers using the traditional model of language teaching required their students to memorize extensive lists of vocabulary or to learn verb conjugations by heart, which, did not bring about acquiring or learning a language but learning about a language.

1.2.4.2.2 Frequent and Redundant Output
Repetitions of sentences are not of the real, actual speech, and serve to practice de-contextualized chunks. It is CL-that provides a real picture for using functional, communicative, and actual language output. A lot of research in the field of language acquisition/learning revealed that in traditional classrooms a teacher talk, which, in effect, was an explanation of grammatical forms and functions, dominated the classroom, and that students had very few opportunities to speak in the target language (Chaudron 1998; Mickan 1995).

If teachers and students shared the mother tongue, code-switching and translation were common occurrences. Moreover, students were called one upon one at a time, which provided each student only a short time for an output opportunity.

In CL, the amount of student talk is maximized using a variety of pair work and group work activities, including group discussions, peer checking of worksheets, an exchange of ideas, making corrections and improvements. Output redundancy is also a necessary precondition for obtaining communicative competence. Students become fluent providing that they have a lot of opportunities to speak repeatedly on the same topic. (Swain, 1985)

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1.2.4.3 Context

Apart from the variables of input and output, another important factor that fosters language acquisition/learning is a supportive, friendly, motivating, communicative, developmentally appropriate, and feedback-rich context (Kagan 1995).

Kagan (1995) points to some traditional classrooms, a setting less supportive since students were labelled as "right" or "wrong" after they answered questions in front of the whole class. Such an experience is rather threatening and the emotions of discomfort, apprehension, and anxiety that students fear of losing face when using the target language incorrectly in front of the whole class. Therefore, Kagan (1995) lists several rationales why CL creates a supportive learning atmosphere:

a) Students are asked questions more frequently;

b) CL involves people working in teams to accomplish a common goal;

c) Peers are more supportive since they work on the same side;

d) CL structures demand speech; e) students praise, support, and encourage each other,

e) Students are independent; they need to know what others know.

Whenever students are engaged in communicating about real objects and events, they are trying to negotiate to know the meaning. Basta (2011) explained that "functional communication is a key to facilitating language acquisition/learning and should, therefore, be enforced in CL classrooms".

 It is worth mentioning that CL provides a learning setting that enables students to communicate on developmentally appropriate levels, which is not the case with the traditional classroom. Traditional classrooms expect their students to speaking before the whole class when answering a question or talking on an assigned topic, which makes the speech more formal and less contextualized. "Speaking in front of a few friends within a group makes more opportunities for students to enter a discourse on a developmentally appropriate level. (Basta, 2011)

1.2.4.3.1 Communicative Language Classrooms

 According to (Kagan 1994), in CL classrooms, students are provided with immediate feedback and correction, in contrast to the traditional classroom, where teachers usually experience silence when they ask their students if they have any questions. Even if some students are really

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confused and do not understand the learning material, they will, nevertheless, hesitate to raise their hands and ask for further clarification and explanation, as they are inhibited by fear.

On the other hand, CL classrooms create a positive setting in which feedback and correction represent part of the process of communication, which leads to an easy acquisition/learning of vocabulary and grammatical forms. The examination of how the variables of CL (input, output, and context) facilitate language acquisition/learning shows that communicative language teaching can be best enacted in the English as a Foreign Language (EFL) classroom using cooperative learning (Kagan 1995). That is the reason why the communicative approach and cooperative learning in an EFL classroom is a natural marriage.

1.3 ESP and Cooperative Learning

ESP institutions are responsible for the production of graduates who will be able to improve a target knowledge. Moreover, universities are trying to make their graduates able to compete in the global job market, by providing them with suitable techniques and methods to develop their intellectual capacities and integrity. Basta (2011) stressed being a "team player" is probably one of the most desirable skills that one newly graduated student can possess. Ingleton (2000) says that: There is an upswing in demand by staff, students, and employers for students to graduate with good interpersonal skills, knowledge of group dynamics, the flexibility to work in teams, the ability to lead, to problem-solve and to communicate effectively.

CL is an approach that has found its place in all levels of schooling: primary and secondary education, and also in high education. CL is a pedagogical concept that has been widely researched, practiced, and endorsed by many professionals and is aimed at producing academically reinforced and well-formed students.

1.3.1 The Nature of ESP

Thereabout the 1960s, ESP was seen as a special language or more exactly as a special register within precise sub-fields of English language for science and technology. Therefore, many definitions and approaches were attempting to explain the sense and the characteristics of ESP, and they generally agreed that ESP stands for teaching a type of English variety to learners with specific majors and goals. ESP emerges out with the human developments into all its trends. Hutchinson and Waters 1987 point out five fundamental phases of ESP development which are

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register analysis, skills, and strategies, learning-centred, and the analysis of the target situation approaches.

1.3.1.1 ESP Characteristics

On this issue, Dudley-Evans and St. John go further to apply a set of ESP characteristics that can be summarized as follow. Firstly, it aims to meet the learners' specific needs then, to apply precise methods and strategies so as to serve the target discipline. To be centred on the type of language that is appropriate to the larger field of knowledge that a particular subject belong to such as discourse, syntax, lexis, register. Stevens'' (1988) definition makes a distinction between **absolute** and **variable** characteristics:

 the latter explained that teaching ESP is designed to meet specified needs of the learner related to content (i.e. in its themes and topics) and certain fields of study, occupations and subjects; concentrated on the discourse relevant to activities in syntax, lexis, discourse, semantics, etc., and analysis of the concerned language, in contrast with General English.

Whereas, the former shows that ESP may be, but is not necessarily restricted to the language skills to be learned (e.g. reading only); not taught according to any pre-ordained methodology. In this point, Anthony (1997) assumes that" there has been considerable recent debate about what ESP means; even though it is an approach which has been widely used over the last three decades".

Dudley-Evans (1997) offered, at Japan Conference on ESP, a modified definition. The revised definition he and St. John postulate as follows:

1.3.1.1.1 Absolute Characteristics

- ► ESP is defined to meet specific needs of the learner;
- ► ESP makes use of the underlying methodology and activities of the discipline it serves;
- ► ESP is centred on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities.

1.3.1.1.2 Variable Characteristics

- ► ESP may be designed for specific disciplines;
- ► ESP may use, in specific teaching situations, a different methodology from that of general English;

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► ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. (i.e. secondary school level).

► ESP is generally designed for intermediate or advanced students;

► Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Dudley-Evans and St. John have added more variable characteristics and put the absolute ones off. They deeply emphasised that ESP is not always linked and connected to a specific field of study. Furthermore, ESP could be learned by adult learners as well as with young adults in secondary school or language institutions.

Yet, for a broader definition of ESP, Hutchinson, and Waters (1987) conclude, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Whereas, Anthony (1997) maintains the idea that, there is not clear cut between general English courses and ESP ones, however, many ESL instructors use syllabi that are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication, ` "Tell me what you need English for, and I will tell you the English that you need". `

They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is generally used with adult learners although it could be used with young adults in a secondary school setting.

Additionally, and for more precision, Hutchinson and Waters (1987) theorize, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

1.3.1.2 Munby's ESP Parameters

    1.3.1.2.1 Purposive domain: this category establishes the type of ESP, and then the purpose for which the target language will be used in the course.

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1.3.1.2.2 Setting: it refers to special and temporal context in communication. These physical aspects need to be controlled and studied on the basis of data relating to the learners' environments.

1.3.1.2.3 Interaction: identifies the learner's interlocutors and predicts the relationship between them.

1.3.1.2.4 Instrumentality: It implies whether the language to be used is **written**, **spoken**, or **both** modes, i.e., whether the language to be used is a **monologue**, **dialogue,** or any other **systems and mediums people use to communicate**, i.e., whether it is online, or face to face.

1.3.1.2.5 Dialect: a variety that shows the geographical and social backgrounds of the learner

1.3.1.2.6 Communicative event: refers to what the participants will have to do productively or receptively, i.e., do the participants produce, receive speech, or both of them.

1.3.1.2.7 Communicative key: is about how the participants will have to do the activities comprising an event, e.g. politely or impolitely.

1.3.1.2.8 Target level: change at the linguistic proficiency: language and skills, after the learning process.

More importantly, the most subsequent target needs analysis research was fixed on Munby's model for the reason that it offers comprehensive data banks and target performance (Robinson, 1991). Munby's CNP aim was to find the linguistic form to be used by ESP learners in variant situations, particularly in the working environment where language is the key tool.

Hence the results of such sample (Munby's) can be summarized by the precise knowledge needs of the language learner to operate effectively in specific situations. Furthermore, the model of Munby appears clearly in Hutchinson and Waters (1987) interrogative/questioning framework where the researcher has to answer a list of questions.

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They explain the analysis of target situation needs "in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process" (1987, p. 59). Most of the lists contain questions such as,

-Why is the language needed?

-How will the language be used?

-What will the content area be?

-Where will the language be used?

-When will the language be used?

Although its wide use, the Munby approach received considerable critics. Dudley-Evans and St. John, (1998) acknowledged that Munby provided detailed lists of micro functions in his CNP. What he did not include how to **prioritize** them or any of the elements which today are recognized as important parameters. Additionally, West (1994, pp. 9-10) presents four highlights to criticize Munby's model. First, **complexity** for his systematic way of study is **complicated**, **inflexible,** and **time**-consuming.

Then, his approach collects information alternatively from the learner, though he insists on learner-centeredness in CNP. Thenceforth, the consideration of the constraints after the requirements assessment should be at the commencement of NAs procedure.

The final and fourth point is that Munby does not contribute a process for adapting the learners' profile into a language program. However, Hutchinson and Waters (1987) argue that writing a target profile for each learner is too time-consuming.

1.3.1.3 ESP Linguistic Objectives

Establishing objectives at this level required teachers' assistance because language is present and remains throughout the whole framework. In EAP or EOP language study, the functions are usually repeated and recycled; however, they are extended and detailed according to the preceding level (Basic, elementary, intermediate, or advanced). So, this graded study of the discourse features, as well as grammatical structures, generally becomes progressively more

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and more complex within the provided documents and supports. Therefore, objectives must be designed at the levels of:

1.3.1.3.1 Context
Obviously, within ESP (EAP/ EOP) and from the launching of the teaching process, new items always exist within the context. This could be seen from the earlier units that contain simple content towards a more authentic one; a new language emerges in context, and the concept that language is a system of related statements to express relationships between them.

1.3.1.3.2 Supporting Tools
Since it deals with a specific field of using English and the development of specialist knowledge in (EOP/EAP), another aim that is not less important and functions as supporting information through tables, diagrams, drawings, and instruments/ machines schema drawing and pictures.

Purposefully, the adequate objectives are to extend knowledge and scientific awareness. Hence, the course has to accommodate certain scholarly scientific materials and the incorporation of the audio-visual devices to reach a dual aim: learners would be familiar with necessary devices, moreover, to exploit them as a means of presenting and practicing language materials.

In this prospect, it can be apprehended that curriculum is concerned with what can and should be taught, to whom, when, and how. Nunan (1988, p. 14) explains, "*Those elements that are designated by the term syllabus, along with considerations of methodology and evaluation".* All in all, the curriculum involves the whole teaching and learning processes, involving materials, equipment, evaluations, without forgetting teachers training.

1.3.2 Cooperative Language Learning
Cooperative Learning (CL) started developing within the framework of Communicative Language Teaching and it is defined as an approach that encourages and promotes the maximum use of cooperative activities based on pair work and group work of learners in the classroom (Johnson, Johnson and Smith 1991). Olsen and Kagan (1992) state that CL is: "A group learning activity which is organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is responsible for his learning, and is motivated to enhance the learning of others".

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(Fathman and Kessler 1993; Richards and Rodgers 2001) claim that CL is group work structured in such a way as to enable student interaction, the exchange of information, as well as cooperation rather than competition in learning. As CL emerged from CLT, it encourages the development of critical thinking skills and communicative competencies, through carefully structured activities of social interaction. The incorporation of CLT into CL was not a novelty, since cooperative learning applied many CLT techniques (Richards, Platt, and Platt 1992). CL and CLT were a natural match in Foreign Language Teaching (Kagan 1995, p.21).

1.3.2.1 Elements of Cooperative Language Learning

Cooperative language learning is based on the idea that second language learning can be best done in heterogeneous groups when all students work collaboratively and cooperatively for one common goal. It replaces the idea that students have to work competitively against one another.

1.3.2.1.1 Active Participation

The idea of authority and classroom focus, put forward by Sharan (1980), is used to distinguish CL from traditional lecturing and refers to giving preference to active participation over passive listening. This is achieved through teamwork, group work, and pair work. However, it is important to emphasize that not all group work constitutes CL (Richards 2006), as the small group format is not the essence of CL.

Namely, it often happens that small group activities are not cooperative, for "simply placing students in groups and telling them to work together does not in and of itself promote higher achievement" (Johnson, Johnson, and Smith 1995, p. 30). For instance, some EFL textbooks offer "group or pair activities" which appear to have been created only to put words "in groups" or "in pairs". What is, actually, the activity of a learner, without any encouragement of students to cooperate together?

What is, actually, meant by the term "cooperative learning" is the incorporation of students working in groups to accomplish the same goal (Gillies 2007), an activity to be called cooperative learning, several preconditions have to be met and they include:

a) Positive interdependence;

b) Individual accountability;

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c) Promotive interaction;

d) Teaching interpersonal and small group skills (teamwork skills)

e) Group processing (Johnson and Johnson 1994).

1.3.2.1.2 Positive Interdependence

The first condition outlined here is positive interdependence, which rests upon the idea of students working together to attain a common goal and caring about each other's learning. In other words, one understands that one is linked with others, in the sense that one cannot succeed if others do not succeed and the other way round. In order to achieve this, students need to coordinate their efforts with the efforts of others to complete a task (Johnson, Johnson and Smith 1995) and to maximize both their efforts and the efforts of the group members.

Moreover, the knowledge that they either "sink or swim together" (Johnson, Johnson and Holubec, 1998, p. 4) creates a commitment to the success of group members as well as one's own, which is the core of CL.

1.3.2.1.3 Individual Accountability

Another feature of CL is individual accountability and it implies that each team member is responsible for their share of the work and that they make a contribution to the group. If students are individually accountable, they know that they cannot "hitch-hike" on the work of others (Johnson and Johnson 1989, p.70).

To assess the performance of each individual student and what the group has accomplished, the teacher can use many ways: random selection of papers if each student is doing work within the group, random calling on individual students to present their group's answer, random oral quizzes of students, written quizzes or examinations (Kagan 1989).

The most common way to structure individual accountability is by requiring each person to learn and teach a small portion of conceptual material to other group members. Although positive interdependence is an important factor influencing cooperative learning, it alone does not create CL.

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1.3.2.1.4 Promotive Interaction

After establishing positive interdependence, the teacher must ensure promotive interaction, i.e. that students interact to help each other accomplish the task, produce to reach the group's goals, and promote each other's success (Johnson and Johnson 1989).

For example, if a member has a better way to complete the task, group mates usually quickly adapt it); engage in the interpersonal and small group skills needed for effective teamwork, and process how effectively group members are working together and how the group's effectiveness can be improved (Johnson and Johnson1989).

They added" the more skilled students are, the higher the success of CL will be. To coordinate their efforts to achieve the expected goal, group members are supposed to know and trust each other; communicate accurately and unambiguously; accept and support each other, and resolve conflicts constructively (Johnson and Johnson 2003).

1.3.2.1.5 Teaching Interpersonal and Small Group Skills

However, not all students know learning skills. So, placing them in groups and telling them to cooperate will not guarantee the success of CL. As some students have never worked cooperatively under cooperative learning conditions, teachers are expected to carefully and explicitly teach them the required skills. Johnson et al. (1990) suggest that the interpersonal and small group skills be taught in several ways, some of which include setting the goal of the social skill together with the academic goal, role-playing, modelling, and discussing the components of particular social skills (Cohen and Tellez 1994).

It should be emphasized that the teacher is not somebody who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, and counsellor (Cowie et al. 1994).

1.3.2.1.6 Group Processing

This condition enables students to discuss how verbal, face-to-face communication helps them describe what member actions were helpful and unhelpful, and make decisions about what actions to continue or change.

The purpose of group processing is to achieve the group's goals, link current material with what they have provisionally learned, facilitate the learning of cooperative skills and maintain

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effective working relationships by clarifying and receiving feedback on how the effectiveness of members contributes to the collaborative efforts of the group (Johnson and Johnson 1989).

Moreover, group processing ensures that students think on both the metacognitive and cognitive levels, and provides the means to celebrate the success of the group and reinforce the positive behaviours of group members (Johnson and Johnson 1989).

So as to exchange communication, students need to be put in small groups, facing each other, while teachers are supposed to allow students enough time for successful processing to take place and to keep students involved in processing. However, the role of teachers is also important to class management: by observing the learners, analysing the problems the students face, as well as to give feedback on how they are working cooperatively and by reminding them to use teamwork skills, to ensure clear expectations, and to communicate the main aims of lessons.

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1.4 On the Design of an Analysis Framework

1.4.1 Register Analysis

The first phase emergencies mainly in the 1960s and early1970's and appeared in the works of Stevens and Jack Ewer. They argue that register analysis requires the recognition of the Language features of each specific register. For example, Electrical Engineering English contains a specific register that is not similar to Chemical or Biology English. "For this reason, the syllabus presents the teaching canvas regarding the related grammatical and lexical courses and to the study of the language forms learners would come across". (Hutchinson and Waters, ibid, p. 9)

1.4.2 Discourse analysis

It is the second stage and cannot function without the study of register, since both of them give importance almost entirely to word and sentence. i.e., Discourse analysis involves looking beyond the literal meaning of language, understanding the context in which interaction takes place in addition to exploring what was said, when, and why.

ESP has remarkably grown in the rise of the investigation of discourse. It focuses to understand how sentences were combined in discourse to produce meaning. Consequently, the investigation of how sentences are combined in the specific situation gives the meaning as well as specifies the linguistic forms by which these patterns are signalled as the core of concern or meaning.

1.4.3 Target Situation Analysis

Indeed, the recognition of the situation whereby learners intend to employ all what they have learned about the target language. Hence, it has as the primary goal the establishment of procedures for creating links between language analyses and learning main objectives of the learners. "The specific language forms analysis is recommended within the procedures of the needs analysis to entail inevitably the learners' reasons for learning a specific language. Hutchinson and Waters, ibid, (1987, p.12). (a detailed study is devoted to TSA in the second part of this chapter).

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1.4.4 Need Analysis

In an era where growing demands for education and foreign languages learning, many learners mainly adults with a considerable status as academic, occupational, vocational, or even survival need for foreign languages skilfulness and aptitude.

This is why in TEFL or ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation (Flook, 1993). Howbeit, enormous 'pedagogic institutions are dissatisfied with the materials, lessons, the methodologies developed for many categories of learners. Declaring, courses have to meet the precise needs of specific learners and particular societies at large.

Need analysis is a systematic process used to identify and evaluate the requirements, gaps, and priorities of learners. The purpose is to understand the current situation and identify areas where improvements are necessary.

It is a fundamental step to define what the students need to learn to acquire the language. It entails collecting the fundamental information for having the necessary information and developing the necessary teaching materials that will meet the needs of learners. In this regard, Richards and Platt (1992, p. 242) claim that NA is "*the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities."*

1.4.5 Target Knowledge Analysis

Starting at a sensible pace, the courses should comprise specialist knowledge and a type of language to achieve specific purposes. Nevertheless, the curriculum at any proficiency level is always brimming within a lot of courses about vocabulary, different registers, and grammar that some learners have nonessential needs for their advocacy. They are generally based on a one-size-fits-all approach.

As it is explained by H.Long,(2005) instead of one- size- fit- all approach it is more defensible to view every course as involving every specific purpose, the difference in each case appear in the precision with that is probable to identify current or future uses of L2, either for young children or precisely for adult learners.

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1.4.6 Needs Analysis Aims

Consequently, NAs is the focal point in TFL as well as in ESP. Hence, its major aim is to highlight **the perspectives of the professionals in the methodologies** used for curriculum development, course, syllabus design and **the evaluation system**. Hereby, to quest these issues the role of NAs in any ESP curriculum should not be underestimated (Munby, 1978; Hutchinson & Waters 1987; Robinson, 1991; Flowerdew & Peacock, 2001; Hamp-Lyons, 2001). Nevertheless, NAs is acknowledged as the stone corner of ESP moreover, its proper appliance can result in a focussed course. (Dudley-Evans & St John, 1998).

It would be quite important to assume that learners' language acquisition depends directly on the needs analysis at the stage of **the pre-experience or pre-service**, although most of them highlight this phenomenon **in-service position**. "*NAs, together with the syllabuses and pedagogic materials based upon the findings, focused on the notion and functions supposedly required to satisfy various occupational language needs.* (H. Long; 2005).

More precisely at this level, language learners can provide useful and precise information on their preceding learning methods in addition to their preferences and gap in the target language. It is quite important to mention that these learners (EAP or EOP) know better about, the work environment for EOP trainees and the academic context for EAP learners but they ignore many things about the language involved.

1.4.7 Needs Analysis strategies

When Light is shaded on the methodological issues within needs analysis and the designing of the foreign language syllabus many inquiries emerged in particular the merits of the sources, methods, approaches plus their primary role in identifying the language and tasks used in ESP.

In this vein, Dudly-Evens and St- John (1998) insist on making a major division between present knowledge / required knowledge, objective/subjective needs, and perceived/felt needs. From extensive scholarly literature, the investigation includes a detailed study of common strategies in NA. Given the paucity of the principal information and the primary survey three major options appear at the level of TFL discipline: **learners**, **published literature,** and **teachers** with the applied **linguists**.

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1.4.7.1 Learner

As the main source of information in the arena of NAs, learners could have an important contribution in syllabus content; they serve as a vehicle for language learning in itself. Before attending any type of courses, learners need to be tested, evaluated, moreover, in certain cases, they have to undergo formal discussions (entertain) with professionals and specialists to discuss their actual and ultimate demands. In this point, Hutchinson and Waters (1987) make a separation between,

1.4.7.1.1 Learner Target Need: refers to what the learners should master to perform in the target situation). According to Hutchinson and Waters (1987), target needs are mainly related to "what the learner needs to do in the target situation". Furthermore, ESP practitioners/researchers have to collect data about learners" necessities, lacks and wants.

1.4.7.1.1.1 *Necessities*: Designate qualifications, skills, knowledge and experience necessary for success in a particular academic field and professional occupations. Accordingly, needs "are perhaps more appropriately described as objectives" (Robinson, 1991, p. 7) to be achieved. By considering and catering to learner target necessities, educators can create inclusive environment that support optimal learning.

1.4.7.1.1.2 *Lacks*: Are what the learners cannot perform in English. Subsequently, lacks are the gaps between the initial or actual situation in terms of language proficiency or aptitudes, and the one which is required after the accomplishment of the language training.

1.4.7.1.1.3 *Wants*: they refer to learners" personal expectations and hopes towards acquiring English. These needs are very personal; this is why they are sometimes considered 'subjective' but very real and may conflict with the necessities as perceived by the learners. Therefore, the wants of many learners can be discussed and partially met.

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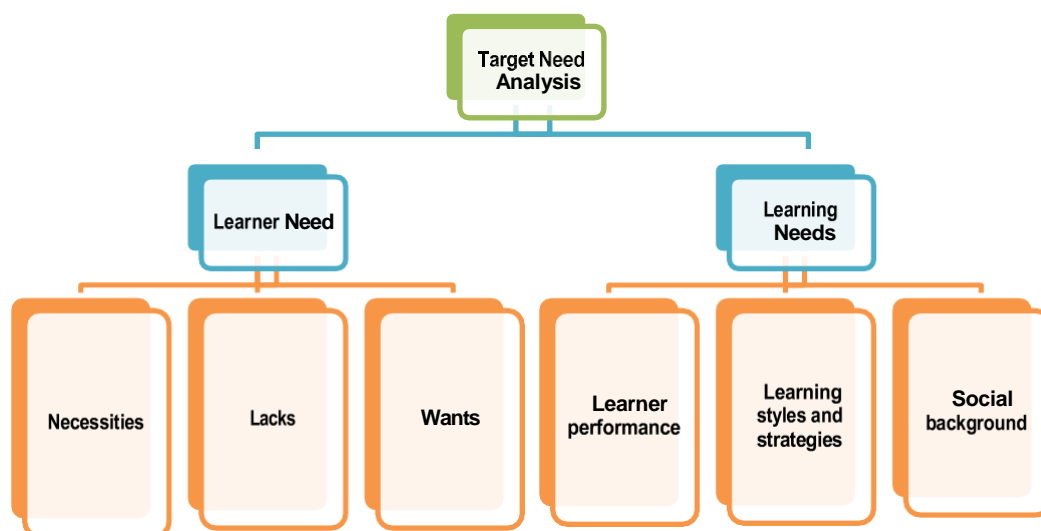
Figure 1.1: Target Needs Analysis

Needs are the learners' requirements that they should be detected and recognised to fulfil a job or succeed in studies. **Necessities** involve the skills relevant to the learner, where, **lacks** would describe the defect in students' present competence and the desired competence, and **wants** those prior objectives learners draw according to a specific time.

1.4.7.1.2 Learning Needs: refers to the learner's performance to learn. They are defined as the "factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background" (Xiao, 2007, p. 2).

Hence, these procedures would raise awareness beyond the learners as well as educators in terms of comprehension and responsibility on means and finalities, such as components in learner training, planning courses, and syllabuses implementation. In this vein (Auerbach 1995) states, "the *learners will necessarily constitute a reliable source, the best source, or the only legitimate source*.

Dealing only with learners' in-service, ESP is studied by overlapping the academic and professional language by taking into consideration the following:

  a. **Students learning needs.**
  b. **Present level of foreign language proficiency.**
  c. **Objectives of the course**
  d. **Resources available in terms of staff, materials, time constraints.**
  e. **Skilfulness of teachers and their knowledge of the specific area of education.**

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From this perspective it can be stated that NAs is undertaken to establish the who- what- how- when- where Philosophy. It is quite important to keep in mind that technology transferring and trans-nationalism are two interrelated key forces that do guide the actual and the future of needs analyses.

Obviously, learners' in-service are generally capable of providing useful and precise insights about their needs, they are accessible and available sources in NAs. Thus, in this restricted area of research, the pedagogic institution of SONATRACH, the target population (EOP learners) are in-service informants **who** represent an excellent source on the content of their jobs, fields of study, language use, English training courses, etc. and, the EAP learners as well are accessible and solid reference about their learning environment and teaching processes.

Although these learners insist on the necessity of using English as active communicators, the vast store of published NAs literature, and the large documents contain the same knowledge and routine materials and references, for instance, job description, lists of tasks a job entails, performance standard, taxonomy. Nevertheless, such descriptions are generally vague rather than specific job position descriptions.

1.4.8 Triangulation in Need Analysis

It is a procedure employed in the planning and realization of needs analyses. TNA is more reliable than informal crosschecking as it involves multiple sources and methods of acquiring information. This process of study dominates this investigation since the data are collected both qualitatively and quantitatively.

Our major aim is to combine sources and methodologies in order to raise the depth of understanding and to widen the scope of work.

> Triangulation is actually introduced to increase accuracy as well as expedite valid measures. Thanks giving to the variation of methodological approaches, theoretical perspectives, data sources, and analysis methods. These paradigms of research are different epistemologically and ontologically. Nevertheless, they are designed towards understanding a particular subject area of interest and all of them have strengths and weaknesses.
>
> (Ashatu Hussein 2010)

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1.4.8.1 Triangulation of Methods and Sources

Purposefully, this framework adopts and brings to bear triangulation at the stage /phase of **sources** in addition to **methodologies**. As it was previously mentioned, NAs involve a multitude of sources, so the responses, comments, and views of many informants may include differences. This procedure examines and goes wholly into the answers, opinions, ideas (existed in the questionnaires and interviews) comparing between them or with class observation results.

Given due consideration recently, Ashatu 2010 states that" triangulation of methods and sources help to determine the dependability of the findings moreover, to identify contrariety and discordance among the outcomes and make them more understandable". The researcher can also ascertain the appropriate and authentic sources to be employed as support for designing the FL curriculum. However, the learner's purposes are mainly considered as the midpoint of the language scope of needs assessment, since the function and restriction of research are really important within the analysis.

1.4.9 Communicative Needs Processor

TSA is explained first by Chambers, as in the target situation (1980, p. 29). Whereas, Munby (1978) made use of Communicative Needs Processor (CNP) and he highlights: *With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it.* (Hutchinson and waters (1987, p. 54)

As matter of fact, NAs is truly acknowledged the centre and the starting point in ESP. The target situation is studied by setting up the target needs as well as the target level performance into Munby's CNP. He states that "in the CNP, the account is taken of the variables that affect communication needs by organising them as parameters in a dynamic relationship to each other' (Munby, 1978, p. 32). He structures a sample consisting of different elements:

 1.4.9.1 Participants: It implies data or knowledge about learners. This information varies depending on the context such as age, gender, nationality, ethnicity, background (socioeconomic –educational), prior language and skills, learning goals… The specific information generally depends on the purpose of study

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1.4.9.2 Communication Needs Processor: investigates the particular communication needs according to socio-cultural and stylistic variables which interact to determine a profile of such needs;(Munby, 1977, p. 16).

1.4.9.3 Profile of Needs: is established by the analysis of data in the CNP. Learners may have diverse abilities and requirements, therefore; instructors and trainers have to tailor learners' educational experiences to empower them to reach their full potential.

1.4.9.4 Meaning Processor: "parts of the socio-cultural factor determined the profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind and marked with attitudinal tone" (Munby, 1978, p. 42).

1.4.9.5 Selection of Language Skills: identifies "the specific language skills that are required to realize the events or activities that have been identified in the CNP" (Munby, 1978, p. 40).

 1.4.9.6 Linguistic Encoder: considers "the dimension of contextual appropriateness", once the encoding stage has been reached; (Munby, 1978, p. 49).

  1.4.9.7 Communicative Competence Specification: indicates the target communicative competence of the participant and is the translated profile of needs.
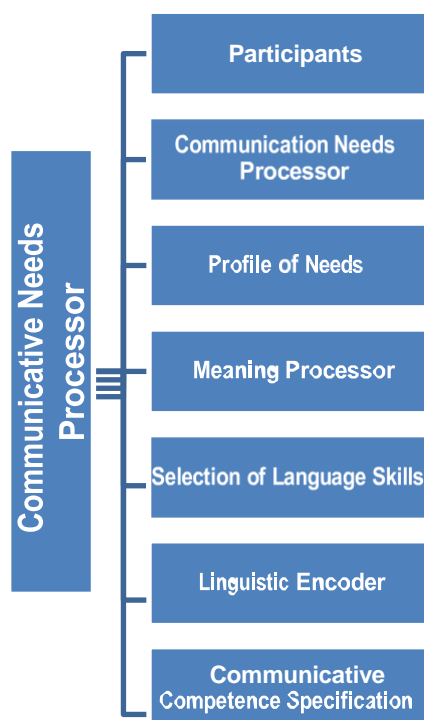
Figure 1.2 : Munby's (1978) Communicative Needs Processor

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Meanwhile, with the presence of all these elements, the Communication Needs Processor stands the predominant and the most referred by linguists and researchers in NAs. Munby goes along with this approach and establishes parameters which he classifies them as the following.

1.4.10 Present situation analysis

It identifies the actual state of learners before starting the process of learning by defining the starting stage that is provided through this analysis. Dudly-Evans and St John (1998, p. 125) explain "PAS estimates strengths and weaknesses in language, skills, learning experiences".

They used this term in 1980, as the first use of PSA, they believed that source of data overlaps the learners, the establishment of teaching, and the place of work, where tests are established in advance to undertaking this study. Moreover, the prediction of learners' present abilities can be provided to a certain extent by their background information (**period of learning English, grade, level of education**). The amalgam of TSA and PSA can bear the language needs and enhance English learning, so as to achieve the objectives.

1.4.10.1 Pedagogic needs analysis

In 1998, West introduced the **pedagogic needs analysis** to refer in general to deficiency, strategy and means analyses. He explains that the data collected concerning the learning environment and the learner himself would be useful for detecting the target needs. This umbrella term delineates three aspects of needs analysis:

1.4.10.2 Deficiency Analysis

it is known **lacks** by Hutchinson and waters (1987), whereas, Allwright (1982) emphasizes on all what assent to learners' current needs can be designed deficiencies and lacks study/ analysis of specific learners. Evidently, the framework that entails this level of research is acknowledged deficiency analysis since it contributes to **the prerequisite data** to carry out the investigation from the present to target situation analysis.

As mentioned by Jordan, (1997, quoted in Mehdi article), "Therefore, deficiency analysis can form the basis of the language **syllabus**, because it should provide data about both the gap between present and target extra-linguistic knowledge, mastery of general English, language skills, and learning strategies".

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1.4.10.3 Strategy Analysis

This approach includes the learner character et performance within the need analysis procedure. It deals with the techniques learner uses so as to acquire a foreign language. Allwright started from the students' perceptions of their needs in their own terms (Jordan, 1997), moreover, he distinguishes between **needs**, **lacks, and wants.**

Needs could involve the skills relevant to the learner, whereas, **lacks** would describe the gap between the students' present competence and the desired competence, and **wants** those prior objectives according to a specific time.
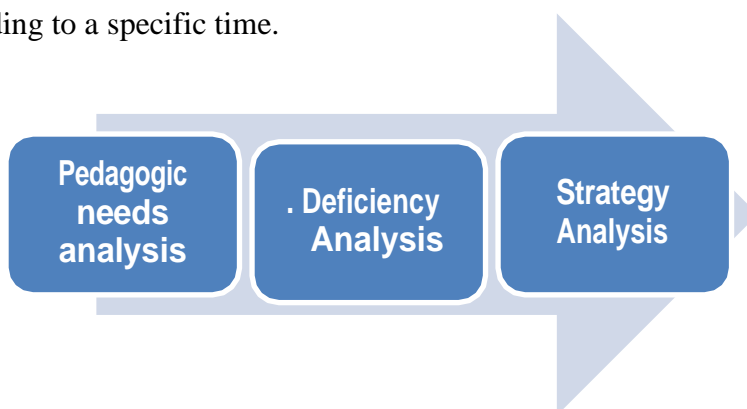
Figure 1.3 : Present Situation Analysis Stages

As a matter of fact, Hutchinson and Waters, (1987) support the **learning-centred approach** plus what the learner needs to do in order to learn. "For them, ESP is not a product but an approach to language teaching which is directed by specific and apparent reasons for learning" (Hutchinson and Waters, 1987, p. 16). They propose a detailed framework learning needs analysis that compromises a set of questions that are derived from principal ones,

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

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- **How do the learners study?**
  - ✓ What is their learning background?
  - ✓ What is their concept of teaching and learning?
  - ✓ What methodology will appeal to them?
  - ✓ What sort of techniques bore/alienate them?
- **What sources are available?**
  - ✓ Number and professional competence of teachers
  - ✓ The attitude of teachers toward ESP
  - ✓ Teachers' knowledge of and attitude to subject content;
  - ✓ Materials - aids
  - ✓ Opportunities for out-of-class activities.
- **Who are the learners?**
  - ✓ Age/gender/nationality
  - ✓ What do they know already about English?
  - ✓ What subject knowledge do they have?
  - ✓ What are their interests?
  - ✓ What is their socio-cultural background?
  - ✓ What teaching styles are they used to?
  - ✓ What is their attitude to English or to the cultures of the English-speaking world?

The researcher did not include any explication or critics to the detailed set of questions that are derived from principal elements and thoughts suggested by (Hutchinson and Waters, 1987). However, most of these inquiries would appear directly or indirectly in the designed

Questionnaires: BE and EOP learners' questionnaires, as well as the ESP teachers' interviews, where the processing data and the processing of the findings will demonstrate objectively the tools and the utility of the methods and approaches.

1.10.4 Needs Analysis Purposes

Needs analysis has been introduced into language teaching through the ESP movement and it overlaps the procedures and investigation tools for collecting information about learners' needs. Understanding learners" needs can contribute to a successful syllabus as well as course planning. So, the Purpose of Needs Analysis is:

- ■ To determine language skills a learner need

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- ▪
  - ▪ To help determine if an existing course adequately addresses the needs of potential students

  - ▪ To determine which students are most in need of training in particular language skills

  - ▪ To identify students lacks

  - ▪ To identify students' wants and expectations

  - ▪ To collect information about particular problems learners are experiencing.

How to conduct needs analysis?

In ESP, identifying what a course should contain and how it should be run is determined by the adoption of different sources and methods to gather data about the situation. The table below illustrates the main sources and methods for needs analysis

Sources for NAs	Methods of NAs
-Published & unpublished literature Interviews. -Participating or administrative kinds of stuff (materials). -Former students. -Learners. -Teachers. -Domain experts. -(ESP researchers, linguists, subject specialists). -Triangulated source.	-Participant observation. -Non-participant Observation. -Questionnaires. -Triangulated method.

Table 1.1: Needs Analysis Methods and Sources

The assessment of the learner requirements contributes on construction of his awareness and knowledge. Evidently, it helps gaining data, it motivates learners to start thinking about their

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learning and taking responsibility for such duties. The results of the needs analysis help teachers as well researchers to identify the students' prospective professional needs, in terms of language skills and the learners' deficiencies in language skills.

Therefore, only after analysing the students' needs and determining the language course goals, the material that meets the learners' requirements could be selected. Moreover, it represents the foundation on which curriculum content, teaching materials, and methods could be designed and developed.

1.5 Teaching and Learning in ESP

It is commonly acknowledged that teaching English for specific purposes is quite similar to teaching general English since both of them consider deeply linguistic development and the main language teaching theories and approaches. To improve their methodology in teaching and learning, both of them regard attentively the position of the foreign language learners and study their needs.

However, ESP has been usually regarded as an independent discipline from ELT, simply because ESP has elaborated its own teaching **methodology**. To be clearer the key distinguishing ESP features has been the **needs analysis** and the **effective communication** whereby learners successfully interact in class or in the workplace.

So, what is ESP?

Most importantly, language teaching generally aims at responding to the specified needs of learners who are directly included in particular disciplines and occupations. In such a situation, Language in use becomes inevitably the core within its appropriate structures, syntax, type of discourse etc. Additionally, ESP teaching overlaps the whole language skills to develop the ability of comprehension and use of the technical language by the concerned population.

1.5.1 Skills and strategies

In this vein, the dealing with skills and strategies phase involves **the thinking processes** that underlie language use. So, **the interpreting processes** consider deeply all the language forms so as to comprehend a discourse. Hutchinson and Waters (P13) point out that at this level the emphasis needs to be on the underlying interpretive strategies that help drifting significance due to the surface forms, such as word meaning, text typifying, illustrating, and exemplifying.

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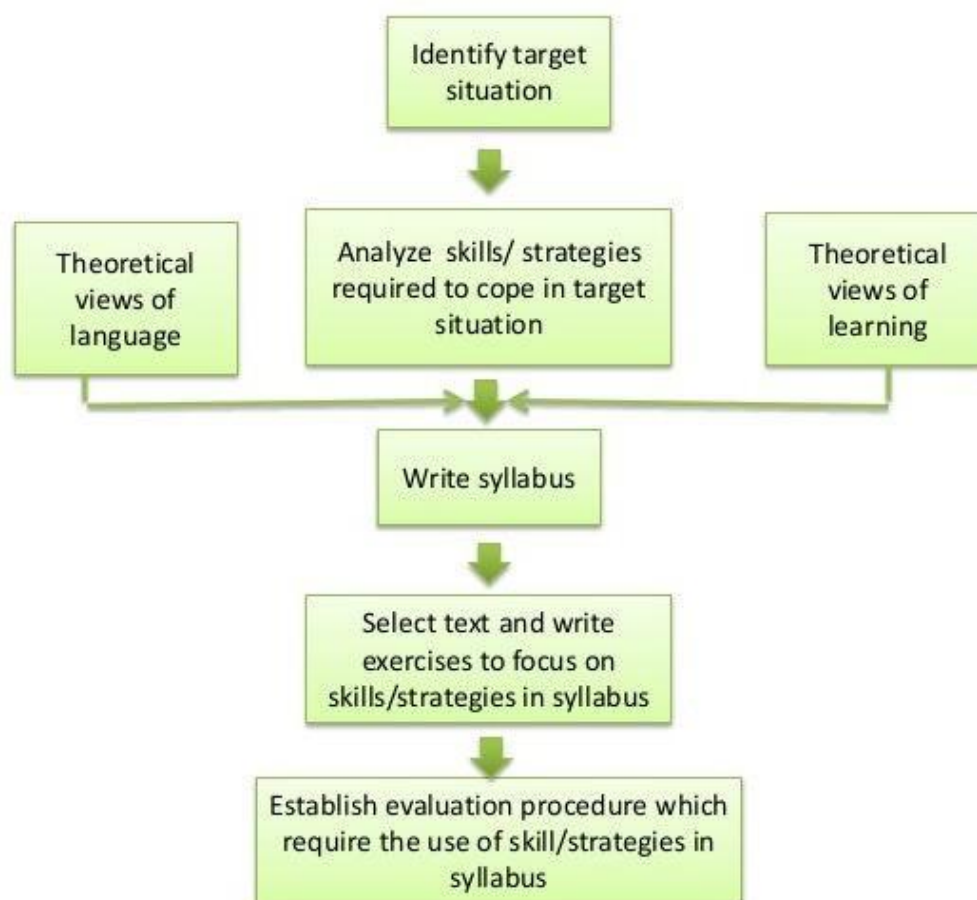
Figure 1.4: ESP Skills and Strategies

More appropriately, a skills-centred approach determined the target performance data to discover what processes enable ESP learners to perform; hence those processes will determine the ESP course.

1.5.2 Learning-Centred Approaches

As opposed to the aforementioned stages, the final one engages with language learning. **Learning-centred** holds the statement that a truly valid approach to ESP has to be based on an understanding of the processes of language learning (Hutchinson and Waters, ibid, p. 14). Accordingly, language learning is the main process that overlaps ESP approaches plus the factor of comprehension to succeed in the gradual development of course design.

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1.6 ESP Teaching Approaches

Many teachers are dedicated to meeting the needs of their students and strive to create a dynamic and engaging environment. Besides embracing innovative compelling approaches to guarantee learners' successful attainment of the language English and at the same time bring forth productive learners. To shed light on the students' reaction to these innovative methods, it is quite essential to mention that, the **Inquiry-based** learning/teachi*ng* approach is perceived positively and it is esteemed to reinforce learners' linguistic and specialist knowledge.

ESP is mainly known as **learner-centred** approach that offers scientific language opportunities, facilitating learning, language problem solving as well as participating in making decisions with instructors and programmer. Moreover, it can lead to thinking, creativity, and criticism. However, ESP approaches to enhance the development of conceptual understanding, make teaching active by guiding learners to play a pivotal role in acquiring knowledge, in addition, to encouraging them to demonstrate their ideas or thoughts. To approach teaching there are two fundamental aspects: these approaches are applicable at two levels:

1.6.1 Materials

Precisely with ESP Teaching materials should be challenging fundamentally interesting far of being academic. The studying supports represent a large range of topic areas and are covered where the language functions and features concentrated on. They are those precise and concise structures with a certain degree of transference between technical language and general English. (Answer to needfulness)

1.6.2 Methods

Whereas, methods used in contributing and throwing light to technical knowledge advocate the selection and application of communicative approaches which tone up the involvement of the ESP learners to design the course and to find solutions by themselves. These learners rely on their previous knowledge and professional experiences with a certain degree of comprehension/ understanding of the technical information existing within the provided documents. i.e. text-books or manuals. It was proved that when language, in a specific subject, is acquired the learner demonstrates satisfaction and interest by being really involved and motivated to shift to another area of study and vice versa.

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1.6.3 ESP Learners

The ESP learners are with a specific interest in learning English; moreover, they are aware of the subject as well as the strategies that they are going to acquire. Besides they are generally aware of the purposes for which they will need to use English. These learners are conscious of having already oriented their education toward a specific field, for they see their English training as complementing this orientation. Furthermore, ESP practitioners **view learners as active agents** because they bring their knowledge, past experiences, education, and show their fundamental needs, gap, and lacks in the target language.

Indeed, working in this field Dudley-Evans and St. John go deeper into the variable features which define clearly ESP. They point out that it overlaps designing courses for particular disciplines for **adult learners** in non-native speaking communities, and their level is supposed to be intermediate or advanced.

1.6.4 ESP Courses

From the definition of ESP teaching/learning, it is viewed that, learners'" needs have to be identified and analysed. Therefore, ESP provides a thorough and extensive set of materials and activities to facilitate the development of ESP skills. i.e. ESP courses aims to enhance and develop learners' abilities through a comprehensive and assisting programme.

Yet, it is essential to teach English in specific fields with critical thinking and acknowledge the lack of their target community. Therefore, the ESP courses are assumed to have the fundamental understanding and skills related to English language, where learners are engaged in practical learning. It should be noted that these variables need inevitably to be altered according to the learning situation changes.

1.6.5 ESP Skills

Most importantly, ESP is not only an approach to English teaching language but also an umbrella term that covers other disciplines. Concerning these definitions, ESP is particularly recognized as a broad diverse field of English language, in addition to an accentuate focus on appropriate perspectives on language learning as well as language skills.

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1.6.6 ESP Goals

To be more detailed, ESP stands for its selective specification of **goals**, with a regular reviewing and updating of the syllabi and academic materials to reflect advancement in the field of study, changing societal needs and students' feedback. Moreover, to outline the learning objectives that help students understand what they are expected to learn and achieve by assessing the content, in addition to support the educators to identify any gaps or biases in the materials and make the necessary adjustments to provide a well-rounded and inclusive learning experience.

 Indeed, successful language learning is quite necessary for international students receiving education and training by making use of a second language and those who are in occupations requiring advanced foreign language proficiency.

1.7 ESP Language Teaching Approaches

 Approaches in Language Teaching, especially, the audio-lingual method and the structural situational method have already been cited as examples of forwarding design methods. They include communicative approach and content-based teaching.

1.7.1 Communicative Language Teaching (CLT)

 Communicative approach is a language teaching methodology that emphases communication as the primary goal of language learning. It places a strong focus on enabling learners to use language in real-life situations. CLT has been widely adopted in teaching as a means to foster communicative real-world language skills, prompted by Hymes' notion of the development of syllabus models for this objective. Trim (2012), one of the developers of the Threshold Level communicative syllabus, explains that

> "*It was an outcome of discussions about how to arrive at a new kind of syllabus that would reflect the theories of Hymes (communicative competence), Austin (speech acts), and Wilkins (notional analysis) and would deliver communicative competence as the outcome of teaching and learning. The result was the development of the syllabus that lies at the heart of Threshold level*"

(Trim, 2012, p. 26).

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Additionally, Clark suggests that the communicative approach still reflects the same assumptions as audio-lingualism since they both start with a model of language that is divided into smaller units – elements of knowledge and part-skills. These are then sequenced from simple to more complex and built towards the desired learning outcomes.

This approach has given rise to the audio-lingual, audio-visual/situational, topic-based, and functional notional approaches to foreign language learning. *"All of these approaches participate in what is called effective communicative ability to learners and their goals. However, it makes use of different ways and principles in the design of the foreign language curriculum as it is summarized from"* (Clark 1987, p.23).

- ❖ The audio-lingual approach: conceptualized a communicative ability in terms of good grammatical habits.
- ❖ The audio/visual situational approach; focused on the ability to understand and produce appropriate phrases related to particular situations.
- ❖ The topic-based approach emphasized the ability to cope with certain topics.
- ❖ The functional-notional approach has focused on mastery of formal means to interpret and express certain predetermined meanings.
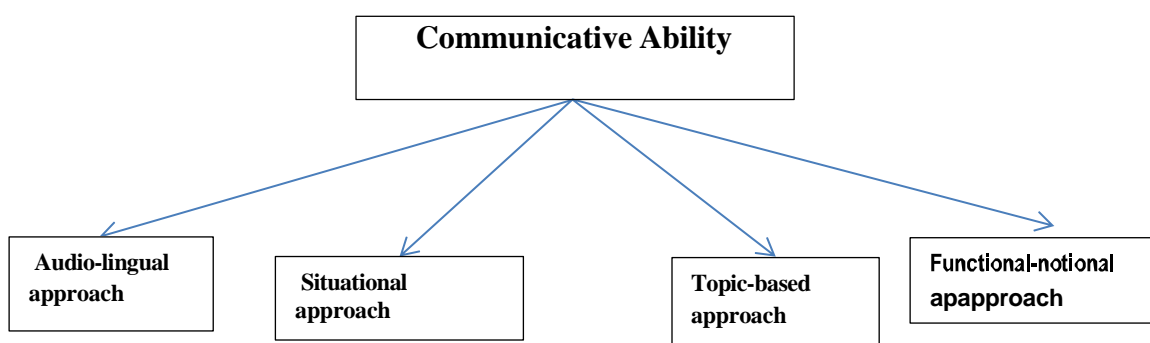
Figure 1.5: ESP Teaching Approaches

1.8 ESP vs. EGP

Unlike ESP, General English provides a broad foundation besides it takes place in contexts, such as schools where needs and demands cannot be specified previously. Although the

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definition of EGP general English or English for learning purposes is extremely vague, it is fundamental to include the ideas suggested by Strevens (1980). He believes as opposed to ESP, GE is devoted to school-based learning of a language as a subject element within the overall school curriculum.

ESP learners do not have enough acquaintance with English; they are learning the language to communicate various professional skills and to perform specified job-related or academic tasks. So, are there any differences and similarities between ESP and EGP?

1.8.1 EGP Features

English for general purposes (EGP) encompasses the use of English in various everyday contexts, including education. The content is more different to select since the future needs of the learners are hard to predict. The syllabus needs to have the overall utility (value) of the English teaching.

- ❖ English for General Purposes (EGP) is essentially the English language education in schools, senior high schools, and universities.
- ❖ Learners are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse.
- ❖ There is no particular situation targeted in this kind of language learning.
- ❖ EGP curriculums include the cultural aspects of the second language.
- ❖ EGP is also conducted in English-speaking

1.8.2 ESP Features

The ESP's main aim is to create a restricted English competence whereby, the syllabus has a wide surrender value of the linguistic content concerning the language foreseen to the vocational context. i.e. the overall utility of the language taught at the specific course. It is noteworthy, to state that ESP mainly concentrates on training and practice.

ESP is undertaken to be employed in a specific vocational context; this is why the selection of appropriate content is easier. So, the purpose of an ESP syllabus may only be to build a restricted English competence.

In the same way, it is evident that the usefulness of learning English is parallel with the surrender value in the teaching domain. However, this does not alter the fact that an absolute

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distinction exists between the two disciplines, but the separateness demonstrates clearly the prevailing true nature of both of them.

❖ ESP differs from EGP in the sense that the words and sentences learned and the subject matter discussed are all relevant to a particular field or discipline.

❖ The design of ESP syllabi aims to equip learners with the language skills, knowledge, and confidence they need to succeed in their chosen occupation or academic field by providing them with relevant, purposeful, and contextually appropriate language learning experiences.

❖ ESP courses provide learners with practical language tools to excel in their specific professional contexts.

❖ Establish equilibrium between educational theory and practical considerations because ESP also increases learners' skills in using English.

1.9 Conclusion

This chapter presented a theoretical overview of the major concepts of languages for specific purposes instruction. Moreover; it included ESP key notions and its main characteristics in conjunction with the syllabus, and course design in this field. Then, the second part of the chapter in hand explored needs analysis and the learners' requirements as well as the procedural parameters of syllabus and planning courses.

It also demonstrated the crucial role of learner's needs analysis, in ESP courses and in any level of education before designing any language curriculum. This process is intended to achieve results in addition to support students to be aware of their involvement and contribution to learning and a basis for teachers in helping students improve their learning. So, the teaching of new fields of knowledge is becoming a fact and the emergence of advanced theories and methods are designed to meet this conversion.

From all that has been said, we can clearly notice how effective communication maximizes opportunities for learning and the use of a target language (languages for specific purposes). All in all, the principal concept of communicative language teaching is the acquisition of the process by which people assign and convey meaning to create shared and complete understanding.

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Chapter Two: Designing ESP Curricula and Syllabi

2.1 Introduction

   This work comprises an examination of the main concepts and the core of our research, an investigation at the levels of micro and macro linguistics, and which is not possible to proceed in the teaching/ learning area without referring to these fundamental aspects and which include curriculum and syllabus design, methodology, task design, the content of teaching, and evaluation. All these aspects cover the fundamental concepts and Procedures such as goals, objectives settings, content selection, and arrangement, adding learning tasks.
   The last Part considers the communicative plus learner-centred approaches in addition to their crucial roles in language acquisition and ESP teaching. Another scheme of theories and strategies has been developed in order to demonstrate in a single configuration all the important factors which have a beard on second language learning and more precisely in ESP.

2.2 Teaching Planning Principles

   To be engaged in any teaching planning, language teachers must explore the related Principles and experiments with their techniques. Yet, it is claimed by Canlin and Widdowson (1988) *"...if language teaching is to be a genuinely Professional enterprise, it requires continual experimentation and evaluation on the Part of Practitioners whereby in seeking to be more effective in their Pedagogy they Provide at the same time and as a collar for their own continuing education.*

   The experienced teacher is viewed as a knowledge transmitter and the role that language teachers play in their development is demonstrated as being of considerable importance. Yet, teacher is a life-long process of progression that may involve collaborative learning and be actively reflecting on their practices. In attempting to deepen understanding of language instruction, it is fundamental to explain the relationship between syllabus and curriculum, and how syllabuses represent an integral part of the total curriculum, besides the difficulty that exists in designing syllabus or using methodology.

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1.Stage One	2. Stage two	3.Final stage
a-Forward design	a-Central design	a-Backward design
b-(Input)	b- (Process)	b-(Output)
c-Syllabus	c-Methodology	c-Evaluation/assessment

Table.2.1: Process of Curriculum Design.

- ❖ **Forward design** (in-put) is launched with syllabus planning**.** Secondly,
- ❖ **Central design** (process) begins with classroom processes and methodology.
- ❖ **Backward design** (out-put) represents a specification of learning outcomes.

Methodology selection and syllabus are developed from the learning outcomes. Many examples will be given to suggest how the distinction between forwarding, central and backward design can clarify the nature of issues and trends that have emerged in recent years.

 Different approaches and theories came to the scene (e.g. Wilkins, 1976; Munby, 1978; Willis, 1996). Most of them are dissimilar in syllabus definitions, goals, and functions. The debate over paradigms for selecting syllabus items as well as criteria for their gradation were principal issues in applied linguistics in the early and mid-twentieth century.

2.3 The macro-level development

The **macro**-**level** develops the syllabus and curriculum design within LSP (language for specific purposes) and more precisely ESP (English for specific purposes). The macro- curriculum relates to the specific **subjects** taught, the **time allocated** to each, and their **purpose**. This latter fosters widely the language and discourse skills needed for a particular job, English for occupational purposes (EOP), or a particular field of study (EAP)**.**

2.3.1 Curriculum

The curriculum involves the principal study-program of a learning institution, as it is described by Stenhouse (1975, p. 17) *A form that it is open to critical scrutiny and capable of effective translation into practice".* It specifies some kind of sequencing issues of the theory of FLL and follows the structure of the material selected by the teaching programmer. It includes the time when the starting point and goals are fixed. So, the curriculum ought to be flexible since it

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assembles the elements existing in the syllabus and gives consideration to the objectives, methodology, and evaluation.

Bruner (1966) and Stenhouse (1975) advocate that curriculum development should start by identifying the processes of inquiry and deliberation that drive teaching and learning – processes such as investigation, decision-making reflection, discussion, interpretation, critical thinking, making choices, co-operating with others and so.

2.3.1.1 Planning Curriculum Concepts

So, the process of developing a curriculum typically starts with making a syllabus that contains both content and language components. This then leads to the choice of suitable instructional documents and the selection of activities for delivering, reviewing, and assessing instruction (Crandall, 2012, p. 150). What are the concepts in planning curriculums?

2.3.1.1.1 Concept of Sequencing

Curriculum design is seen to constitute a sequence of stages that occur in a fixed order, an approach that has been referred to as a 'waterfall' model (Tessmer and Wedman, 1990). Another idea is clearly exposed by Richards and Rodgers (2001, p. 143-44), summarizing Docking (1994): Assessment of students will be graded on a single scale with the expectation that they spread across a wide range of scores or that they conform to a pre-set distribution.

Such theory contributes consideration to the point of sequencing in designing ESP curriculum, and in this domain, Wiggins and McTighe (2006, p. 15) give an illustration of the process with an example of a typical lesson plan:

a) **The teacher chooses a topic for a lesson.**

b) **The teacher selects a resource.**

c) **The teacher chooses instructional methods based on the resource and the topic.**

d) **The teacher asks easy questions to assess students' feedback about course book.**

Curriculum planning includes and draws many notions of 'general English', with specific corresponding to the target English (ESP). Furthermore, it comprises the main skills needed as the basis for planning, teaching performances, and assessment. In Europe 1970s John Trim developed a method to language teaching, and he explained this by,

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"We set out to identify several coherent but restricted **goals** relevant to the communicative needs of the learner. We then attempt to work out in detail the knowledge and **skills** which will equip the learner to use the language for the communicative purposes defined. In the light of these characteristics and resources, we then have to establish a formal **language program** leading to the **mastery** of this body of knowledge and skills, and a means of **testing** and **evaluation** to provide feedback to all parties concerned as to the success of the programme

(Trim, 1978, p. 9).
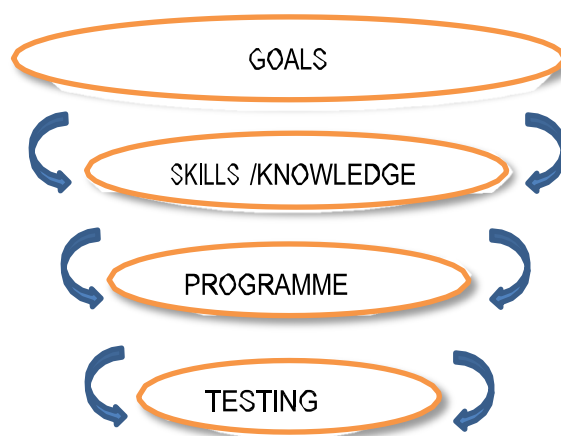
Figure 2.1: Curriculum Planning

To apply this significant gradation **for the ESP curriculum**, the overall aims are designed according to the receptive and productive communicative needs so as to meet their demands in addition to developing their language as well as metalinguistic abilities (listening-speaking-reading- writing). So, the researcher has noticed that it is impossible to reach meaningful and determined goals, without testing and evaluating the feedback of all these stages

3.3.1.1.2 Concept of Progression

However, the scale of progression starts by input, process, and then output. This logical planning in curriculum development starts with the selection of teaching activities, techniques, and methods. Clark (1987) refers to this as 'progressivism'. It seems important to insist, however, that such focuses should arise out of language in use, rather than precede them so that learners are enabled to discover rules of use, form-meaning relationships, and formal rules and systems against the backcloth of real contextualized discourse (Clark, 1987, p. 40).

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Most studies on teaching have shown that teachers usually start by thinking about the examples and the activities that will be used in the classroom and assume that this method contributes to successful learning outcomes, which means that the classroom processes are generally their initial focus. However, it is recommended that teachers' initial concerns are with what they want their learners to do during the lesson. "Later their attention turns to the kind of input and support that learners will need to carry out the learning activities" (Pennington and Richards, 1997).

 On the other hand, it is always said that curriculum is not designed in advance on what is called a pre-specification of behavioural objectives. Usually, there are changes within students and the results as well. This is why anticipation in the curriculum is rejected. Stenhouse (1975) accentuated that," *The power and the possibilities of the curriculum cannot be contained within objectives because it is founded on the idea that knowledge must be speculative and thus indeterminate as to student outcomes if it is to be worthwhile*.

To shed more light, he adds that, education as induction into knowledge is successful to the extent that it makes the behavioural outcomes of the students unpredictable (Stenhouse, 1970 in Clark, 1987, p. 35). Graves (2013) alludes to this approach when she refers to 'curriculum enactment' as the essence of a curriculum.

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Figure 2.2 : Concept of Progression Approach

2.3.1.1.3 Concept of Organisation

Freeman (1996, p. 97) observed: [Teachers] did not naturally think about planning in the organized formats which they had been taught to use in their professional training. That is to say, Teachers plan and visualize lessons as clusters or sequences of activities, where content is mixed with activities, and their principal focus is located on particular students, not to meet specific objectives but as executed certain instructions.

Therefore, curriculum organisation refers to designing a methodology that is compatible with a communicative syllabus. The final step is the development of principles for assessment, which aim to measure how well learners can demonstrate communicative language ability (Wier, 1990).

2.3.1.2 Curriculum Objectives

With this concern; Tyler gave a considerable impact on curriculum planning and promoting the establishment of objectives in addition to planning units within an instructional design. The objectives-based approach reflects clearly the backward design presuppositions.

> Educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. … The purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought about so that instructional activities can be planned and developed in a way likely to attain these objectives**.**

> **Tyler (1949, p. 45).**

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Educational purposes or ends are stated in general terms without criteria of achievement besides the Curriculum goals defined aims of education, and assessment of needs. However, the **curriculum** planners want learners to accomplish most of the learning goals set up in a particular pedagogic institution.
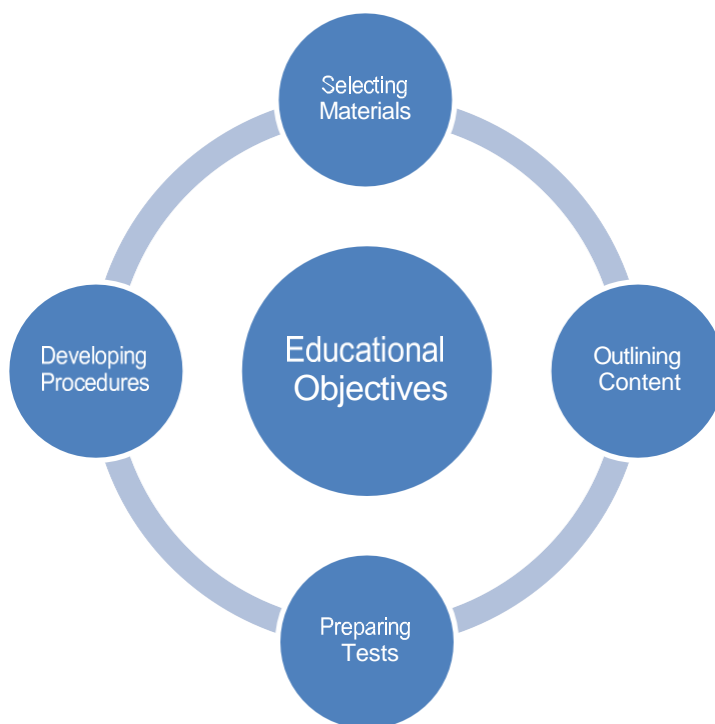
Figure 2.3: Educational Objectives

Precisely, in general English teachers are used to teach and design objectives that fulfilled criteria such as the following:

- ► They describe the aims of a course in terms of smaller units of learning.
- ► . They provide the basis for the organization of teaching activities.
- ► . They describe learning in terms of observable behaviour or performance.

- • **So, can we apply this pedagogic ladder in ESP teaching?**

Mainly, the focus on objectives in designing curriculum is directly connected to the most efficient means as justified by Richard (2013) he overstates that teacher, …" *they run the danger of turning teaching into a technical and almost mechanical exercise of converting statement of needs into objective".* On the contrary, the essential part is less considered, the larger goals of teaching and learning are to provide meaningful and worthwhile learning experiences and ESP teachers should be aware of getting confused between learning objectives and learners' needs.

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Moreover, the curriculum emphasizes narrowly defined behavioural objectives and a central-based (methodology) approach to curriculum planning. As it is already stated, instructor/educator is usually disposed to concentrate on planning tasks and exercises rather than fixing the outcomes. However, launching into classroom activities and processes in planning instructions are strongly criticized by Wiggins and McTighe (2006). They recommend that three steps within the backward design are required:

- ► Identify desired results.
- ► Determine acceptable evidence of learning.
- ► Plan learning experiences and instructions.

> *"... The error of activity-oriented design might be called "hands-on without being minds-on" – engaging experiences that lead only accidentally, if at all, to insight or achievement ... activity-oriented* ***curricula*** *lack an explicit focus on important ideas and evidence of learning. ...[learners] are led to think the learning is the activity instead of seeing that the learning comes from being asked to consider the meaning of the activity ...*

Wiggins and McTighe (2006).

In ESP teaching strategies would be tried to achieve the goals, however, teaching methods cannot be selected before describing the noted outcomes. From this aspect, varied central-design methods or activity-oriented approaches are unable to meet the criterion of good instructional design.

2.3.2 Syllabuses

Syllabus is a detailed description of a course; besides it is a pedagogic tool that enhances as well as facilitates the teaching/ learning process. "The primary purpose of a syllabus is to communicate to one's students what the course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade."(Altman & Cashin 1996)

Insisting typically on the learner, the syllabus is responsible for communicating what is expected from the learner to accomplish the duty of teaching, moreover, to design the competencies and the essential elements for achieving course performance and apprehension in an educational setting.

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Purposefully, to be in conjunction within the educational program, the syllabus content should conform to the learning or training concerns. In addition to, the course syllabus ought to be captivating and motivating so as to raise learner responsibility and curiosity for knowledge acquisition.

2.3.3 Types of syllabuses

It is necessary to highlight that there are two types of which, in their turn, have sub-categories of syllabuses. Syllabuses are completely dissimilar concerning the instructed units, proficiency degree, and explicit goals. Nevertheless, syllabi designers have to be more responsive to embedding the authentic linguistic and situational contexts in realizing the targeted teaching programs for all concerned.

2.3.3.1 Product-oriented Syllabuses

This genre of syllabuses endeavours a great significance to knowledge and skills of language that learners should acquire at the accomplished learning period. A product-oriented syllabus focuses on things learnt at the end of the learning process (outcomes). Therefore, the syllabus plan is most likely designed and prevised basically on the final results of language courses, such as grammatical syllabuses and functional-notional syllabuses.

2.3.3.1.1 Grammatical syllabuses

Grammatical Syllabus is a **synthetic syllabus** and its contents are product-oriented. It could be understood from their appellation that this type consists of grammar structures, the most common syllabuses; where the gradual selection of the input depends typically on the simplicity or complexity of the grammatical notions. For instance, learning rules one by one solely as a separate sequence of items or structures from the simple to the complex ones, McDonough expounds that, "the transition from lesson to lesson is intended to enable material at one lesson to prepare the ground for the next, and conversely for material in the next to appear to grow out of the previous one". (McDonough 1981, p. 21)

 The assumption behind McDonough's vision is mainly reflecting how learning is progressed in this category of syllabuses. i. e. it means the acquisition of one formal aspect of language in a given time then rehearsing the aforesaid process for the consequential aspects. The central question

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to be addressed in this situation is, will learners be able to use these accumulated entities in genuine communication outside the learning settings.

In seeking answer to the question, it has been determined that focusing on formal grammar, the structurally-graded syllabuses, miss-use language is a complex phenomenon. Moreover, the complex nature of language is practically distorted especially when the communicative purposes are almost overlooked

This strategy has tended to limit a single relationship between the form and the content, something that is not illustrated in the criteria of the communicative functions. i.e. a particular function can deliver more than one form, more attractively, a given form can also have different functions. However, the after effect might be concretized in a mismatching beyond what is learned and what is taught.

2.3.3.2 Process-oriented Syllabuses

Contrary to the previous genre, the process syllabuses insist on the way knowledge and skills are acquired. This implies a shift from instruction outputs to the stages and procedures of language learning; i.e., from product to process.

This type comprises all the learning stages, thereby the planning, implementation, and evaluation of the curricula which need to be considered as unified constituents of effective learning. The process syllabus is summarized by Legutke and Thomas (1991) as the 'strong version' of communicative language teaching, in which content and procedures, and language learning and language use, are intimately linked. Obviously, preferential attitude toward specific kinds of syllabuses depends on the purposes, context, and environment for which language is to be taught. Widdowson (1983, p. 68) cites that

> *Structural syllabuses are designed on the assumption that it is an internalisation of grammar coupled with the exercise of linguistic skills in motor-perceptual manipulation (usage) which afford the most effective preparation for the reality of communicative encounters use.*

Hence, these arguments figured out that grammar syllabuses need to be designed to gain certain knowledge which should be assimilated to language skills: listening, speaking, reading, and

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writing to achieve certain communicative purposes most of the learners fail to reach in the real world. The procedural syllabuses are generally developed in Task-based and Content syllabuses.

2.3.3.3 Task-based Syllabuses

The most comprehensive definition of the term task was done by: (Richard, Platt, and Weber 1985, p. 289)…" an activity or action which is carried out as the result of processing or understanding language (i.e. as a response)'; for example, drawing a map, while listening to a set of instructions is regarded as successful completion of the task".

Additionally, in task-based syllabuses, duties are performed after conceiving a guiding language accompanied by instructors' assistance to complete activities positively and successfully. Meanwhile, the task-based syllabuses overlap both real-world and pedagogic tasks.

That is to say, within certain tasks it is essential to grasp particular knowledge for interacting and getting across real life as, phone conversations, asking for direction/ location, letter writing, etc. whereas pedagogic tasks are used so as to carry out better language learning.

The two approaches are seen differently for designing syllabuses where Candlin (1987) chooses to articulate pedagogic criteria for task selection while Long (1985) advocates a form of needs analysis as a starting point. Nunan (1985, p. 45).

2.3.3.4 Content Syllabuses

They are mainly derived from distinct and well-marked points of departure in developing syllabuses: subjects for school curricula (biology, social, history…) or extending along the special area of the study correlated to the academic and technical domains for example, engineering, computing, marketing…). "We cannot achieve this goal if we assume that language learning and subject-matter learning are totally separate and unrelated operations". (Mohan 1986, p. iii).

Although it is still believed that is possible to make a separation or division between language learning and the technical fields of study, content syllabuses advocate the necessary knowledge to design a syllabus for a specific context of language learning. That is to say, create a foundation where a specific type of language is used in learning specific subject matter to achieve the principal objectives.

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2.3.3.5 ESP Syllabus

Generally, syllabus designers emphasize grammatical, phonological plus vocabulary notions which are graded according to the level and needs of learners who are supposed to master all these disciplines of study.

Richard and Rodgers (1986, p. 49) explained "*Learning a language, it was assumed, entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence.*

Whilst ESP Syllabus is generally defined as the" specification of what is to be learned" (Prabhu 1987, p. 89). However, Kumaravadivelu (1994, p. 72) defines syllabus as "*a pre-planned, pre-ordained, pre-sequenced inventory of linguistic specifications imposed in most cases on teachers and learners,*" adding it is "*a widely recognized perspective.*"

Fairly recently, communicative perspectives have started to inquire about sensitive views, for instance, what do the learners want from the target language? Hence, the research on learners' needs has played a fundamental role in the shift of the syllabus content to more specified subjects of language study.

> …*Specification of a teaching programme or pedagogic agenda which defines a particular subject for a particular group of learners. Such specification provides not only characterization of content, the formalization in pedagogic terms of an area of knowledge or behaviour, but also arranges this content as a succession of interim objectives.*
>
> Widowson (1987, p. 65)

ESP teaching led strictly to realizing syllabuses in terms of instructions outcomes, with more specification on learning tasks and activities. This movement has advocated the learners' information and the factors associated with achievement in designing syllabuses and curricula." …. a major trend in language syllabus design has been the use of information from and about the learner in curriculum decision-making. (Nunan, 1989, p. 13)

It has been assumed that learning purposes, in the domain of the foreign language and precisely in ESP can have noticeable and concrete effects on the shape and the content of syllabus design. Syllabus designers focused, not only on language functions but also on experiential content (that is, the subject matter through which the language is taught). (Nunan1988, p. 11). So, the

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development of language skills is due to learning purposes, the subject matter, and timing restrictions.

Ideally, after designing a syllabus, teachers oversee a learning theory that could be used as the basis for an appropriate pedagogy. Generally, there is a natural link between input and process, i.e. content and method. It was claimed by (Carver, 1983, p. ibid), *"learners need to be involved in the design and presentation of the technical venture, the learner is thus encouraged to use his own knowledge, experience and interest in technical area to bring themselves to solve difficult situation . "….point of including self-direction…..is that ESP is concerned with turning learners into users.*

2.3.3.6 Communicative Syllabus

It is known that each stage in the syllabus designing is carried out by different specialists who have expertise in specific educational processes, such as specialists in syllabus design, methodology, and assessment. Moreover, ESP teachers ought to be involved so as to select the themes and subjects and the type of tasks/activities.

Moreover; the process likewise needs to develop the principles that learners can demonstrate communicative language ability. (Wier, 1990) claims that" *While the concept of communicative competence was embraced enthusiastically by the language teaching profession, an initial concern in CLT was with the function of the notion of communicative competence and the development of communicative syllabus models.*

Trim (2012), one of the developers of the communicative syllabus, explains that it was an outcome of discussions about how to arrive at a new kind of syllabus that would reflect the theories of Hymes (communicative competence), Austin (speech acts), and Wilkins (notional analysis) and would deliver communicative competence as the outcome of teaching and learning. (Trim, 2012, p. 26).

2.4 Syllabus vs. Curriculum

A syllabus can be defined as a list of topics, books, etc. that students should study in a particular subject at learning institutions. Basically, Syllabus refers to the classification and sequencing of the learning issues, therefore; it represents precisely the planning phase of the curriculum.

 With its broad range of scopes, the curriculum is an umbrella term that overlaps the planning, implementation, evaluation, management, and administration of educational programs.

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Basis for comparison	Syllabus	Curriculum
Meaning	A syllabus is a document that contains all the portions of the concepts covered in a subject.	A Curriculum is the overall content, taught in an educational system or a course.
Origin	Syllabus is a Greek term.	Curriculum is a Latin term.
Set for	A subject	A course
Nature	Descriptive	Prescriptive
Scope	Narrow	Wide
Ste out by	Exam board	Government or the administration of schools, colleges, or institutes.
Term	For a fixed term, normally a year.	Till the course lasts.
Uniformity	Varies from teacher to teacher.	Same for all teachers.

Table 2.2: Characteristics of Syllabus and Curriculum (by Surbhi. S, 2017)

According to the Oxford dictionary, it is the subjects that are included in a course of study or taught in a school, college, etc. whereas, Allen gives more detailed definition by stating that

> …*Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught.*

(Allen 1984, p. 61)

It is apparent in Allen's quote, the syllabus is a statement of content, its main function is planning courses, therefore, it depends on syllabus designers to select and grade this content. From these perspectives, it is completely conceived that syllabus is a key component of the curriculum which refers to all the courses managing a particular level of learning.

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2.5 Strategies of Syllabus Planning

In the linguistics arena, analytic and synthetic are well-known dimensions of syllabuses analyses.

2.5.1 Synthetic Strategy

The preliminary viewing has given by Wilkins and that explicates the synthetic approach: *A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up.* (1976, p. 2)

Synthetic strategy is based on breaking down the language into separate units to facilitate the process of learning, up till the language blocks will be constructed. Yet, in practice, the widespread consensus is that the syllabus input has to be graded according to complexity or easiness levels in terms of pedagogic convenience. Wilkins carries out his description to define the analytic strategy.

2.5.2 Analytic Strategy

Wilkins continues his description by claiming*, " Analytic syllabuses are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes".*(Wilkins,1975, p. 13. Alternatively, the analytic syllabus comprises language structures with various degrees of difficulty where the primary stage deals with the communicative purposes rather than the grammatical system of language, aimed at meeting the special needs of a particular learning audience.

2.6 Syllabus Design Criteria

There is an increasing need to evaluate syllabus form and content to increase the quality and usability of teaching/ learning processes, as cited by Harmer (2001, p. 295) "whatever type it is, every syllabus needs to be developed based on certain criteria". These criteria are supposed to help make decisions about the selection and graduation of the content, in items to include, when, and where it should be included. He designates four important criteria:

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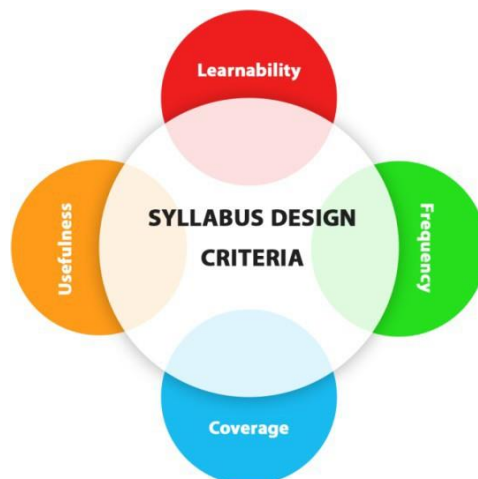
Figure 2.4: Criteria of syllabus design

► *Learnability: some structures or lexical aspects are easier to learn than others. This is why Teachers should start with easy structures which are best grasped by the learners, then, move to more difficult ones as the learners advance through the syllabus.*

► *Frequency: it includes the items that are more frequent in the language and not used only occasionally. Each field has its own vocabulary and register which should be introduced to the learners.*

► *Coverage: Some words and structures have a larger scope of use than others; they are used more repeatedly than others; the teacher should teach those words and structures.*

► *Usefulness: Teaching the type of vocabulary that is used depending on the utility of learners, i.e words that the learners use more often to enhance their learnability.*

2.7 Syllabi's Goals, Aims and Objectives

To deal with ESP syllabus design it is fundamentally valuable to make a distinction between goals, aims, and objectives. Goals are general and broad, aims are specific and long-termed, whereas, objectives as the short-to-medium-term goals.

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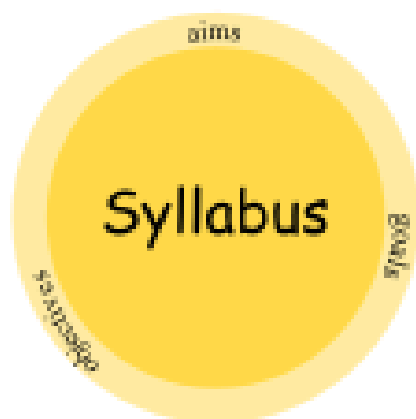
Figure 2.5: Syllabus Aims, Goals and Objectives.

For more clarity, Widdowson (1983, p.7) elaborates on the following distinctive study. Above all, he explained aims as:

> *"The pedagogic intentions of a particular course of study to be achieved within the period of that course, which is measurable by some assessment device at the end of the course. Aims mean the purposes to which learning will be put after the end of the course.*

(1983, p.6-7)

Thus, Widdowson shows clearly that the academic aims could appear at the end of a course as they can be assessed by using certain tools, whilst the purposes will be set down after terminating that course.

Conventionally, both objectives and aims are substantial in fostering language syllabuses, what is really quite important is that teachers need to be capable to meet the principal needs of the learners. They have also to be aware of the accurate progression in the implementation of a curriculum. Their roles are widely extended to measuring and assessing learning items at a specific period in a specific level of learning.

For example," Word Lists, Grammar Syllabuses, Corpora, and Discourse Analysis, in English language teaching has been strongly influenced by the use of lists as input to teaching. Indeed, Hindmarsh (1980) identified 4,500 words grouped into seven levels, a similar total to the list included in the Council of Europe's Threshold Level (Van Ek and Alexander, 1975).

The Movement of Communicative Language Teaching in the 1980s advocated the shifting from grammar and lexis as the components and the main constituents of a syllabus; to communicative

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units of syllabus organization. This idea is going to lead to many syllabi such as, notional, functional, lexical, text, and task-based models.

In ESP it could be noticed that there is a focus on syllabus design that gives priority to the authenticity of the input which is provided as a basis for teaching and the role of corpora in determining linguistic input.

2.8 Syllabi Authenticity

Customarily, English Language professionals, including teachers, instructors as well as testing specialists, repeatedly make decisions about syllabic language, including which features and vocabulary to teach / or test.

 In recent years, most ESL/EFL professionals have afforded large inclination and favour for "authentic" materials, presenting language from natural texts rather than made-up texts. "Corpora provide a ready source of natural, or authentic texts for language learning (Reppen, 2010, p. 4).

Figure 2.6: ESP Syllabus Authenticity

 Corpus analysis in ESP has revealed the importance of units beyond the level of vocabulary (e.g. phrases, multiword units, and collocations) and provides information to update or replace the vocabulary lists that have been used in syllabus design. i.e since EOP deals with scientific information, the input should be authentic and innovative. O'Keefe et al., (2007, p.22) suggest that

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'Coursebook dialogues, in addition to syllabi, can be informed by corpus data' moreover to provide authentic teaching input is the use of discourse analysis i.e. genuine inputs promote credibility in studying the nature of different text types, the ways they are used, and their lexical, grammatical, and textual features.

Most importantly, dealing with the design of courses in English for Special Purposes consider the lexical, syntactic, and textual structures knowledge as a pre-requisite to teaching specialized genres. *"ESP curricula generally focus strongly on the description and illustration of communication and language use in the specialist field. Thus, the language content of ESP courses is pivotal in ESP.* (Richard 2013)

For this reason, to achieve learning efficiency, specific resources need to be used and have to contain the linguistic literature and skills to bear specific knowledge embodied the learners' necessities, (why is English needed to be learned, what learners do not know).

Obviously, the needs analysis and groups formation are of vital importance here since it enables trainers to determine the specific requirements of trainees (ibid). So, the ESP input has to meet the needs of the target learners. Homogenous groups (level and specialty) contribute widely to the implementation of the ESP/EOP syllabus and the good performance of teaching and learning.

2.9 ESP Course design

Dudley-Evans (1997) determine that ESP has to be taught to intermediate or advanced levels, by enhancing the use of authentic and original learning materials, self-directed study, and research tasks that characterised the ESP approach.

Carver (1983) states three features to ESP courses:

- authentic material
- purpose-related orientation
- Self-direction, all of which refer to the simulation of communicative tasks.

 2.9.1 Authentic Material: This means that learners have to be involved in designing the course and even performing presentations during the sessions in order to exercise the communicative techniques so as to realize an authentic layout for the ESP course. For

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example, ESP learners attend a course on improving speaking skills: (in this case teacher might use dialogues and roles play).

2.9.2 Purpose-related orientation: it is designed and oriented for upper-division students. This course provides students with the opportunity to explore alternatives and it also provides a time to explore and discover talents, and ways to express those talents in the world of work.

2.9.3 Self-direction: all of which refer to the simulation of communicative tasks. More precisely it implies the **simulation of communicative tasks** which make students ready for real-life target situations.

2.10 Course Aims

The course aim enables learners to make use of the acquired skill in the fieldwork where they are partnered up with English native speakers or during work meetings (biding, contracts, etc.) with foreigners. i.e. interacting in real situations. In addition to this process, course design devotes a reserved part relevant to learners' evaluation. The performance should be based on independent study in order to boost/reassure the participants to conduct research, and to master how to be acquainted in utilizing linguistics resources. And if they are satisfied by the congratulations and encouragement, they have to accept to be corrected.

The ESP learners and English language teachers ought to bridge between learning and real situations so as to realize the designed objectives and purposes. The majority of courses focused on language content (as opposed to learning strategies).

Mostly, their best objectives are a better understanding of pedagogic materials in the academic field or target discourse community by the end of the training. As it is described

by Basturkmen, "*courses generally aim to offer realistic descriptions of discourse derived from empirical investigations of communication and language use in the community or specialist field*" (Basturkmen, 2010, p. 36).

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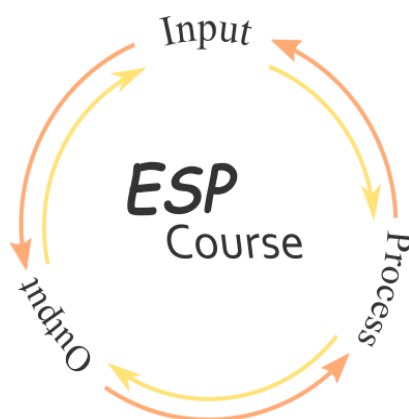
Figure 2.7: ESP Course Design

From a systematic point of view, the course is simply that is forward designed (input), then it deals with decisions about output or learning outcomes which are in their turn followed by methodology. i.e. different and conscripted instruments operate altogether in harmony to create a course for teaching.

2.11 Curriculums and Syllabuses Teaching Approaches

Additionally, Clark suggests that the communicative approach still reflects the same assumptions as audio-lingual since they both start with a model of language that is fragmented into smaller units – elements of knowledge and part-skills. These are then sequenced from simple to more complex and built towards the desired learning outcomes.

This approach has had a powerful influence in recent years on the design of foreign language curricula. It has given rise to the audio-lingual, audio-visual/situational, topic-based, and functional notional approaches to foreign language learning. All of these approaches have sought to bring about an effective communicative ability in learners as their ultimate goal, but have conceptualized this ability and the way to bring it about in different ways and adopting different organizing principles in foreign language curriculum.

The audio-lingual approach emphasised the development of good grammatical habits in terms of communicative ability. Whereas; the audio-visual situational approach stresses the ability to comprehend and generate relevant and appropriate sentences that belong to defined and particular circumstances.

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2.12 The Macro-level Study and Development

Inward the **macro-level** there has been the progression of Task-Based Instruction (TBI), wherefore; learning is arranged through tasks reliability to real-world activities by focussing upon meaning and successful tasks completion. *"Concentration upon communicating meaning from the outset could lead to inaccurate _ if temporarily successful _ language use which, uncorrected, could then fossilize, preventing the learner from further development for more complex use. (Cook, 2013, p. 38)*

2.12.1 Communicative Approach

The emergence of this new and dominant movement in teaching, Communicative Language Teaching (CLT), whose primary concern is social and its main objective is to communicate successfully with deep and far-reaching effects in language generally and specifically in applied linguistics.

All in all, the communicative approach has diverged distinctly from the known teaching approaches by methodizing that the components of the language cannot be set apart but managed all at once as in the real life.

2.11.2 Communicative Approaches and Theories

CLT theories advocate communicative activities by the correct language use in context. "Language - learning success is to be assessed neither in terms of accurate grammar and pronunciation for the own sake, nor in terms of explicit knowledge of the rules, but the ability to do things with the language, appropriately, fluently and effectively". (Cook, 2013, p. 37)

To a great extent, language studies make further efforts to widen, the communicative competence, definition, and components to make it knowable and understandable. Additionally, the content of the communicative competence consists of linguistic competence, sociolinguistic competence, information gap, and textual competence, even the communicative strategy is also regarded as a component of communicative competence by scholars.

In this vein, grammar competence is not enough in language study, this does not mean mastering the form, developing language abilities and knowledge as well to communicate successfully. (Hymes, 1972, p. 277)

With these words, Hymes criticized Chomskian's theory that could be considered as a set of ideal notions, since the consensus of the idea that the native speaker has not only to master

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grammar but a system of rules through which communication competence is achieved. Hymes (1972) describes communicative competence as the intuitive functional knowledge and control of the speaking aspects, and in fact, contains four components of communicative competence which are stated by Canal & Swain as the following:

a- Grammar system skills or linguistics competence deals with the acquisition of phonological, morphological, syntactic, semantic, and lexical rules. (Coherence and cohesion)

b- Psycho-linguistic system competence is the human information processing of utterances at the level of Communication.

c- Socio-cultural system involve understanding and interacting by using the aspects of speech acts, cultural values, beliefs, socio-cultural conventions such as the context, the topic of the discourse, the participants' background information(age, sex, social status…), and registers of speech, moreover, the social meaning of specific utterances.

d- Strategic competence that deals with self-correction, enhancing the communication effectiveness in verbal and non-verbal strategies of communication, named as the probabilistic rules of occurrence.
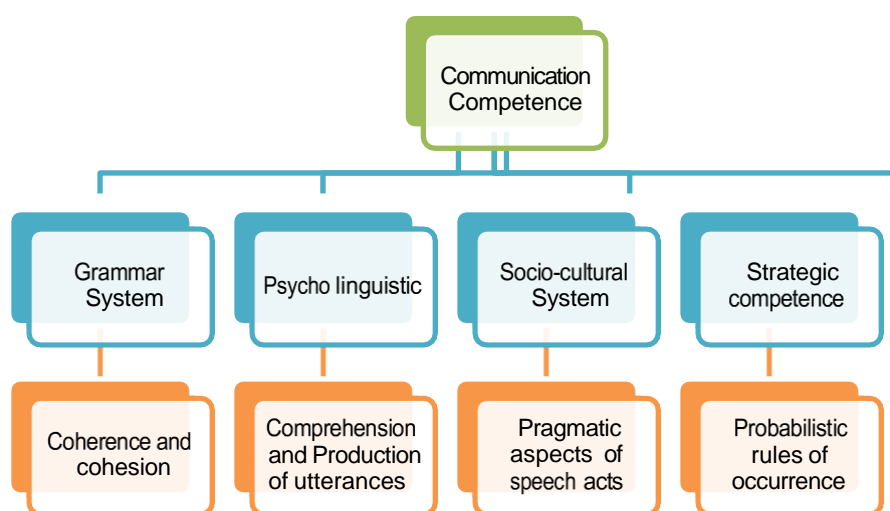
Figure 2.8: Communicative Competence Components

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2.13 Communicative Competence Components

They contribute in the use of language correctly and effectively in different social situations. The communicative competence aspects are commonly recognised in the acquisition of foreign languages processes and refer to four communicative competence areas: linguistic, socio-cultural linguistic, psycho-linguistic, and strategic.

2.13.1 Grammar System Competence or Linguistics Competence

It is the ability of using correct rules of language to form sentences or utterances. It is mostly related to accuracy.

2.13.2 Psycho-linguistic competence

Whereas psycho-linguistic competence generally refers to communicators' knowledge processing that is linked to their understanding of speech.

2.13.3 Socio-cultural linguistic competence

Yet, Socio-cultural linguistic competence considers how to initiate interaction in society. Therefore, insufficient knowledge or the lack of this skill in sociolinguistic competence might create difficulties or misunderstandings among people.

2.13.4 Strategic Competence

For strategic competence is aimed to overcome communication problems and difficulties. It is linked to grammar and sociolinguistic competencies, verbal and non-verbal communication to complete or fill in the gap that occurred within the interaction in certain circumstances.

2.14 Communicative Approach and Learners' Need Analysis

C A commends imperatively teachers and educational materials designers to determine learners' language gap in advance, to detect what meets their needs. i.e., to conduct a Need Analysis Process This thought is supported by Pennington and Richard:

> *Teachers' initial concerns are with what they want their learners to do during the lesson. Later their attention turns to the kind of input and support that learners will need to carry out the learning activities*

(Pennington and Richards, 1997).

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After analysing the learners' needs, teachers and practitioners create the necessary conditions for teaching or training purposes to enhance learners' motivation inside and outside the pedagogic settings.

2.15 Communicative Approach and Learners' Objectives

Yet, this thought of emphasizing the ends via the fixed clear objectives and learners' needs restriction can have creative aspects of teaching as well as maintaining relationships situational and appropriate to language use. « Concentration upon communicating meaning from the outset could lead to inaccurate _ if temporarily successful _ language use which, uncorrected, could then fossilize, preventing the learner from further development for more complex use ». (Cook, 2013, p. 38) At all, the process of teaching/learning is entirely based on learners' objectives achievement in a special social situation in language use.

Hence, in the scholastic domain needs analysis accentuates the relevance of learning tasks and activities to definite objectives. On the contrary of form learning, needs analysis promotes the prominence of the finalities, in addition to far-reaching results on the macro and micro levels.

2.16 Learner-centred approach

It is an educational approach that prioritizes the needs, interests, active participation of learners and the challenges that face their learning as opposed to traditional education. It emphases on the learner and authentic problems rather than on the structured analysis of the curriculum content for «learner-centred is often accompanied by a problem-based approach, where the problems are picked to robust the interests and needs of the learners. » (Jayalaxmi 2015)

Many names designate this type of learning, such as collaborative learning (Moore &Zyomont 2003), flexible learning (Taylor, 2000), experiential learning (Burnard, 1999), Learner-centred learning (Jones 2007), and self-directed learning. All this literature has been dubbed learner centred approach, which promotes dependent learning and places the learner in the primarily "active" role.

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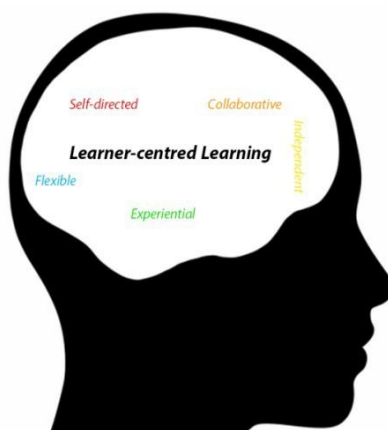
Figure 2.9: Learner-centred Learning Meanings and Terms

However, it is not the shift from teacher –centred learning to the learner –centred one, « it is a collaborative learning where teacher-student is actively engaged in the content and process of learning». (Moore & Zyomont, 2003). So, instead of delivering lectures by teachers in order to transmit knowledge, learner-centred instruction goes beyond the learning of content. Generally, it includes the learning process.

All in all, learner- centred approach use different strategies and pedagogic tools, mainly audio-visual aids, community outreach activities, case-based group discussion, and students' presentation on projects, in addition to exercises, games, multimedia, etc. so that to promote learning plus make the learning experience more fruitful, interesting and enriching. Following regular practice, learning acquisition is primarily assessed through individual quizzes, tests, and case study presentations.

2.16.1 Learning-centred Approach

Moreover, this approach aims at teaching students how to learn and develop lifelong learning skills such as critical thinking, problem-solving, and communication skills. This philosophy enhances learners' opportunity to think, reflect, share together, discuss ideas, question, analyse and solve problems. Furthermore, the learner-centred approach is the conjunction of active and collaborative learning. Most importantly, active learning support and promote critical thinking and self-expression as well.

Teaching and learning practices like project-based and collaboration, foster knowledge building and require self-regulation and assessment. It deals with generating a significant atmosphere and brings on value in the educational process. The student-centred approach, consider the learner as

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an explorer and contributes to the efforts that used to be made only by the teachers to engage them in the learning tasks.

2.16.2 Learners-centred Approach Skills

LC is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. In this approach environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas.

Figure 2.10: Learners-centred Approach Skills

A learner-centred approach provides students with valuable skills. Therefore, by sitting with other peers, students **discuss**, work together, learn to deal with others, and many other daily tasks; It empowers the students to take ownership of what they learn by focusing on how the **new knowledge** solves a problem or adds value. Moreover, Learner-centred education allows the students to **interact** with their teams through **discussions** and group activities. This approach encourages students to sit in groups for **collaboration**. This characteristic is crucial for Teamwork, for it helps lead different groups of people to achieve a common goal or to complete a task in the most effective and efficient way possible.

2.17 Testing and Assessments

Obviously, testing has the aim of assessment of learning (i.e. achievement testing); recently, the role for assessment is assumed by assessment for learning. In method-based proposals, teaching and assessment communicate a specific knowledge to each other at every stage of teaching/learning processes. So as to make this idea more concrete, we are going to advocate the description of the continuous interplay between the different curriculum elements

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It mainly refers to the specification of learning, as used by Wiggins and McTighe (2006), to describe this approach. *Backward design starts with a careful statement of the desired results or outcomes: appropriate teaching activities and content are derived from the results of learning.*

Generally, this is a well-established tradition in curriculum design in education but it has re-emerged as a prominent curriculum development within ESP teaching/ learning. Moreover, it is described as **an ends-means approach**, as noticed in the work of Tyler (1949) and Taba (1962), who view instruction "*as the specification of ends as a pre-requite to devising the means to reach them. The process consists of:*

- ❖ **Assessment**
- ❖ **Content**
- ❖ **Content outcomes**
- ❖ **Outcomes**

Whereas this gradual processing shows, intentionally the didactic sequence of progression and which assumes a massive ladder for instructors and ESP professionals to reach the outlined objectives in language acquisition.

Taba (1962), puts this table to underline the major steps of designing curricula.

Step 1: diagnosis of needs
Step 2: formulation of objectives
Step 3: selection of content
Step 4: organization of content
Step 5: selection of learning experiences
Step 6: organization of learning experiences
Step7: determination of what to evaluate and of the ways of doing it.

Table 2.3: Taba (1962) Steps of Designing Curricula

Therefore, effective teaching methods help and contribute widely in attaining the goals as well as in employing the criterion-referenced approach used for assessing language learners. In the same way, Richard (2013) advocates that" *there is no place for individually-determined learning outcomes: the outcomes are determined by the curriculum designer. A large set of examples using backward design within language teaching are commonly used".*

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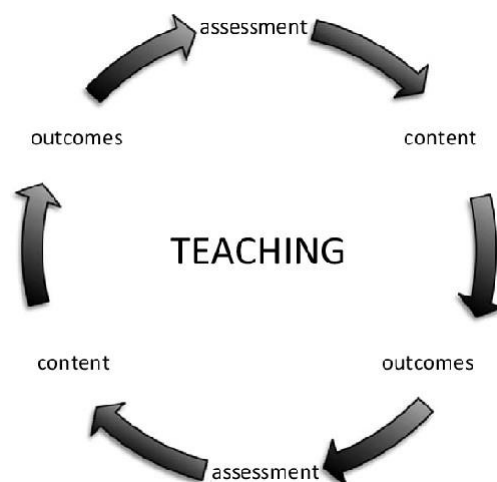
Figure 2.10: Interaction between Elements of a Central Design (by J. Richards).

The teaching assessment cycle is a **systematic process** that helps ensure learners have a positive experience and can **achieve their goals**. The process can start at any stage of the cycle and keep on going ; however, all stages should be addressed for learning to be effective. The assessment of student learning is important because it provides useful feedback to both instructors and students. It reflects if students are successfully meeting course learning objectives. Assessments are the tools and methods educators use to what students know and are able to do. Assessments are only useful if they provide information that is used to improve student learning.

2.18 Conclusion

In this chapter, we have provided certain ideas on the scope and suggested that the traditional categories of syllabuses can be considered as subsidiaries of components of curriculum design. On the other hand, this chapter has highlighted that the curriculum is concerned with planning, implementation, evaluation, management, and administration of education programmes.

In seeking answers to many questions about syllabus content and the way curricula are implemented. This scope also offers the essential techniques for gaining information about syllabus design and the diagnosis of the learners' needs. Moreover, it has examined the influences in designing syllabuses, and the distinction between approaches that dealt with this area of inquiry. The final part draws on the issues of objectives/ aims to plan and manage language learning, use of learning resources, understand teaching language systems and skills, and assess learning.

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3.1 Introduction

As within any scientific investigation, this paper has the exigencies to adopt the appropriate methodology in collecting data and undertaking the research. So, this chapter is devoted to the main tools employed to the gathering and selection of the necessary data, including the process, the context, and the population, plus tools which encompass questionnaires for learners, semi-structured interviews for ESP teachers and class observation to adjust the project design in the light of unforeseen issues. Our major goal is gaining useful data in outlining syllabuses, designing text-books, and enhancing ESP acquisition in these particular institutions.

The study has been underpinned by a methodology that addresses directly the goals of the research. To support the exploratory nature of the investigation, the researcher adopts a multi-method strategy i.e mixed-method that has enabled her to collect the qualitative and quantitative data. The research's multiple data collection tools and data analysis strive to gain the essential accurate information so as to answer the study questions. In this section, we will also present data gained from the ESP teachers 'interview feedback, quantitatively and qualitatively. After processing the responses, the findings would be exposed and presented according to the target objectives set in the sample which revolves around the following headings

3.2 Description of the pedagogical institutions and the Participants

   3.2.1 SONATRACH Learning Institution's Pedagogical Framework

SONATRACH (an acronym for "National Company for research, production, transport, processing, and marketing of hydrocarbons") is an Algerian hydrocarbons company. It was created on December 31st, 1963. In SONATRACH learning institution, the English training co urses include five levels, Elementary, Pre- Intermediate, Intermediate, Upper-Intermediate, and Advanced. Yet, each level

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comprises 180 hours. EOP learners are subscribed to the above levels depending on their test results that must be done at the launch of the training.

In finishing each respective training stage, a shred of concrete evidence determines that learners receive a certificate, based solely on the average of the exam and the regular attendance.

► **Elementary:** this means, learners can understand basic phrases and can interact only.

► **Pre-intermediate:** learners have a general idea of what is being said but have some difficulties. However, you are able to have a conversation about which are of personal interest.

► **Intermediate:** learners can interact and be spontaneous but has problems with grammar and vocabulary.

► **Upper-Intermediate:** at this level learners ought to have an understanding of everyday language with a few grammar and vocabulary errors and can speak without strain.

► **Advanced:** within this high last level learners should understand almost everything including idiomatic expressions and can compose complex texts and can use the language for professional or social usage.
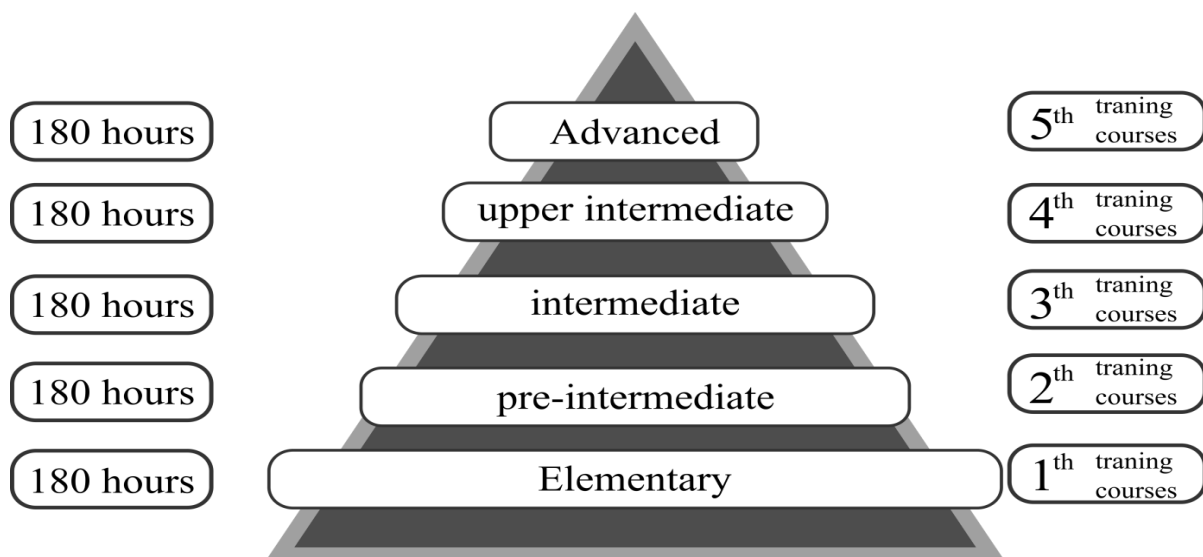
Figure 3.1: Learning Levels and Timing in Training Courses

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3.2.2 Graduate School of Economics' Pedagogical Framework

The Graduate School of Economics of Oran (**GSE)** was founded in 2010 following the reorganization and integration of the university subdivisions dedicated to higher education and scientific research. GSE comprises two departments:

- ► **Preparatory Cycle**: is the phase of the first cycle which brings fundamental teaching in different subjects/ modules, intended for students in the 1st and 2nd years of the preparatory classes. The preparatory cycle department trains students to pass the national competitive examination giving access to the second cycle of higher education.

- ► **Second Cycle**: is the second phase of the learning intended by students in the 3rd, 4th, and 5th years. It should be taken in consideration that the candidates joining the school are selected among baccalaureate holders with a minimum average between 14 and 15 and more out of 20 depending on the stream of study.

3.2.3 Participants

3.2.3.1 Learners Profiles

The EOP subjects are workers in the company of SONATRACH Camp (complex) 06 with various professional profiles, belonging to many departments. The sample comprises a total of 40 informants who are enrolled in English training within a learning institution of SONATRACH. Its initial function is to train SONATRACH executives who work in the oil industry in the perspective of short and sometimes repeated training periods. The objective of this training institute is to respond to the requirements of the energy sector, in terms of specialization training, advanced training, retraining, and applied research, all disciplines combined. The institute provides also training courses in English and French languages.

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A detailed tableau splits out into categories and rates all the necessary data that includes numbers, diplomas, and jobs of this category of learners.

Informants Numbers	Jobs Role	Qualification / Diploma
6	• Mechanic Engineers	• Engineering
1	• Equipment Inspector	• Engineering
1	• Metallurgical Engineer	• Engineering
3	• Instrumentation Senior Engineers	• Engineering
1	• Financial assistant	• Licence (FL)
1	• Mechanic Inspector	• Engineering
5	• Electrical Engineers	• Engineering
3	• Informatic / Computing	• Engineering
1	• Human Resources Manager	• Licence
3	• Instrumentation Engineers	• Post-graduate
1	• Mechanic Engineer	• Post-graduate
2	• Process Engineers	• Engineering
4	• Environment Engineers	• Engineering
1	• Human Resources Head of Department	• Licence
1	• Instrumentation Senior Engineer	• Post-graduate
1	• Computing (Manager) Senior Engineer	• Post-graduate
1	• Finance and Accounting	• Licence
2	• Law Administrators	• Licence
1	• Telecom Engineer	• Electronics and Communication
1	• Telecom Manager	• Telecommunication

Table 3.1 Description of Numbers, Jobs and Diploma of the EOP Subjects

On the second hand, the **BE** learners' sample deals with a total of fifty (50) informants from the **Graduate School of Economics of Oran**.

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GSE Learners	Number	Percentage
❖ **Master Students**	• 10	• 20%
❖ **Licence Students**	• 40	• 80%

Table 3.2: The GSE Participants' Proportions

Table **3.2** shows that there are forty (40) first-year Licence students, representing 80% of the informants, besides the second group is composed of ten (10) second-year master students representing 20% of the total of the informants. As shown within the following figure exposing pyramids numeric data.

3.2.3.2 Teachers Profile

The whole number of teachers taking part in this research is eleven (11) all of them being university teachers with different degrees, and specialties as well. Firstly, BE target population is seven (07) teachers of the English module at the Graduate School of Economy of Oran. All of them teach ESP, more exactly BE, and deliver courses in business English. More precisely, they are senior teachers with experience that exceed ten (10) years; moreover, their degrees vary widely, two (02) teachers hold magister and five (05) Ph.D. degrees, besides the informants work in various subjects and they are interested in many fields of research, in civilizations (African or American), literature, and translation (see appendix).

Additionally, the EOP participants are four (04), three (03) of them are university teachers who work as contracted trainers of English language at the pedagogic institution of SONATRACH, and one (01) is a permanent teacher in this institution. They are senior teachers with different degrees and are interested in many fields of research. One (01) informant is a professor in sociolinguistics and she is a language researcher in various fields of investigation (language, language, and society, ESP), another participant (01) holds a Ph.D. in applied linguistics and he works in oral-aural skills and phonology (listening and speaking). Two (02) respondents hold magister degrees, one (01) of them works in American civilization and the other one (01) in Algerian dialects. The table below can provide more information about the profile of the teachers.

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Teachers	Teaching/Institutions	Degree	Specialty
One informant	University of Oran	Professor	Socio-linguistics
One informant	High School of Languages	Ph.D.	Applied- linguistics
One informant	Graduate School of Economy	Ph.D.	African Civilisation
Two informants	Graduate School of Economy	Ph.D.	Literature
Two informants	Graduate School of Economy	Ph.D.	Translation
Informant	SONATRACH Management Academy	Magister	Socio-linguistics
Two informants	Graduate School of Economy	Magister	American Civilisation
One informant	Graduate School of Economy	Magister	African Civilisation

Table 3.3: The Profile of the ESP Teachers.

3.3 Methodology

This part embodies the tools and how data are gathered which are observation, interviews, and questionnaires of the study. Hence, it is quite impossible to study any language acquisition from a single perspective because it is a complex and polyvalent means of communication. Most importantly, foreign language researchers divaricated purposely their methods and approaches according to different prospects.

► Variation of circumstances and the context in which English instruction is occurring. For example, our research had been conducted in a learning institution that is quite different from that taking place in the natural environment. Hereabouts, the circumstances are quite dissimilar and the question being investigated will be real bewilderment. i.e English training courses aim to help the EOP learners to communicate using spoken and written English in fulfilling their social plus job tasks.

Whereas, English business (EAP) learners

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► Determination of the methodology procedures is contingent on the researcher's philosophy and the conditions under which the framework is being elaborated. The initial goal of the study is the elaboration of syllabuses and textbooks for ESP (BE/EOP) learners, and my professional experiences in teaching this category of learners have arisen many questions and how to find answers to them.

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► EFL learning is directly associated with a multitude of subjects such as linguistics, anthropology, psychology, sociology, education, and most of them contribute more insights into the process of language teaching/ learning. Consequently, I adopted a self-explanatory method to achieve the desired goals and get the appropriate and accurate data. It also aims to help the teachers to explore the methods and techniques used in teaching ESP and its branches theoretically and practically.

3.3.1 Objectives

Owing to create a solid foundation in teaching English through implementing curricula and syllabi that contribute effectively and appropriately in designing courses and manuals for ESP and more precisely EOP/BE learners, the research tackles many areas of education whose objectives could be summarized as follow:

❖ To promote teachers' and pedagogic representatives' awareness to adopt ESP methods in English teaching-learning (communicative and learner- centred approach).

❖ To develop micro linguistic skills: listening and speaking effectively and confidently, reading and understanding, by writing meaningful output.

❖ To improve ESP and technical knowledge: expressing ideas, negotiating, debating, asking for information, and doing research and presentation

❖ To increase learners' cross-cultural factors by boosting them to communicate with native or foreign partners, politeness, idiomatic and English phrases, etc.

❖ To enhance trainees'/ learning cognitive abilities such as analysing, assessing, interpreting, deducing.

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3.3.2 Scope of the Research

It is self-evident that the researcher processes along towards methods and techniques based on explicitness and accuracy. Therefore, a case study approach stands for a deep investigation on specific and precise issues by performing detailed and comprehensive analyses. Punch, (1998) in these simple words explains the importance of determining the case study…. "*There may be a variety of specific purposes and research questions, the general objective is to develop as full an understanding of that case as possible.*

This paper searches the methods and techniques for implementing syllabuses and curricula for ESP learners in hydrocarbon sectors and in **GSE** of Oran. To draw the concrete borders of the study, a detailed description is given to conceive the real situation in this pedagogical area , i.e., ways of teaching and documents used, in an attempt to provide insights into how prospective teachers are prepared to perform their task of teaching to transfer this specific knowledge and how learners are going to contribute in this scientific operation.

- For all that, to tackle an appropriate analysis and deep synthesis on a large set of available documentation, the researcher needs to determine what to analyse and the way to do it?
- Are teachers required to assess their proficiency?
- Are trainees capable of communicating effectively after joining their work?
- Are the documents provided play the role of informing and forming as pedagogic documents and fit the academic job?

- What opportunities would ESP offer and afford to construct a solid platform for teaching/learning in SONATRACH pedagogic institution and the GSE.

The following research could be categorized as an applied linguistic study through which a case study has been investigated to output descriptive and explanatory data on the research problem. From this angle, it has been accentuated, "*if methods refer to techniques and procedures used in the process of data- gathering, the aim of methodology then is to describe approaches to, kinds and paradigms of research"* (Cohen et al., 2007, p. 47)

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The researcher developed survey questionnaires and interviews that are administrated to both learners and educators. Concerning the observation procedures, it encompasses the study of the language's proportions use by the learners during class time and even in all the learning situations.

Accordingly, obtaining data from a variety of sources helps enormously the language investigator to get comprehensive and fruitful data. *When using mixed methods, researchers must establish their purpose for using mixed data and explain the reasons that quantitative and qualitative data need to be mixed (Creswell, 2009).*

3.3.3 The Researcher Position

Previously, the researcher started her career in EFL education and was a teacher in technical secondary school; there she experienced teaching to mechanic, electric, Genie- civil plus accounting streams. At this level, the researcher has learned the characteristics and recognized the components of the technical language and its fields of use.

Hence, the preciseness and conciseness features that embodied the scientific discourse boosted me to peruse my post-graduate studies, to deepen my knowledge (to know-know how – know how to be) to participate in teaching and making more research to collaborate in the education of EFL and precisely ESP, persuaded that English has been determined to be the tool of knowledge and technology transferring.

Yet, thanks to the researcher profession and experience she has admitted that the hydrocarbon sector is the appropriate area to perform her investigations and to analyse the hypotheses. She has attempted teaching in one of SONATRACH pedagogic institutions, exactly in foreign languages department. However, most of the teachers are usually criticizing the documents provided by the institution (department administrative responsible). What is more surprising is that even the learners found them useless, particularly the engineers with all their different specialties.

The researcher teaching liability and curiosity induced her to explore this matter of inquiry and to deal with this matter in hand to find solutions in addition to improving the ESP methods of teaching/learning. In such a situation, we have noticed the necessity of constructing a massive and thorough pedagogic foundation with all its constituents and elements for teaching/ learning English,

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such as canvas, syllabi, curricula, and textbooks, evaluation procedures, teaching materials, and re-evaluation of learners' needs, and training for EFL trainers.

Objectively speaking, teaching in SONATRACH centre, department of foreign languages, and our permanent contact with ESP learners, make us conscious of the necessity of designing manuals and textbooks for **EOP** learners, who are SONATRACH workers, especially those who have access to English training courses. Moreover, we had the opportunity to elaborate on a comparison between the former learners and the **BE** learners who are **GSE** students for the enrichment of exploration.

Most importantly, the researcher acted as an internal observer, for she was involved in the process of teaching. Her presence with the **EOP** learners as contracted trainer and teacher of English with the **BE** students of **GSE** encouraged her to note and record all the data without missing any subtle information that might have importance in succeeding the research. Most importantly, to understand certain phenomena, the investigations follow the researcher observations and work in a parallel vein by up-dating her knowledge base and taking a broader perspective on teaching this category of learners, such as engaging in self-reflection, being a teacher mentor and of course acting as a teacher-researcher.

3.4 Data Collection Methods and Tools

3.4.1 Questionnaire

We have opted for these instruments to collate data on specific phenomena when observation is not facilely accomplished. These printed documents embody Q and A, interrogations or statements to which anonymous informants are expected to answer. Questionnaires act as a source on the processes involved in language use in addition to assuming the role of gathering the background information such as age, diploma, language learning grounding, technical language training, duration of learning, and procedures/methods of English language training (formation). Furthermore, the feature of anonymity can offer valid information and sensitive nature in answering.

Unfortunately, the real botheration that we faced within the questionnaires appears at the low return rate with the mailed ones and which affect directly the validity of the findings. The researcher faces this problem to a sickening degree. Another obstacle is that the number of learners within each group

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is concisely limited; moreover, the training stages assemble the same members. Thus, the researcher was not categorically sure that all the informants will properly understand the questions then answer them correctly.

We opted for the structured questionnaire because it is more efficient through the two types of questions (open and closed) being used within the same questionnaires as another procedure. As matter of fact, within this paper, the researcher designed questionnaires for gathering data from two types of informants the **EOP** and **BE** learners. The DRH director accepted to perform this study with permanent professionals such as engineers, heads of departments, heads of projects, lawyers, judicial, and finance responsible. All the informants were enrolled in what they called English Training Courses with variance in levels.

3.4.2 Interview

For a purposeful conversation to get information, I designed a paper-based interview guide (see appendix) to be used as reference and assistance although, in real-life situations, I had to add or ovoid asking certain questions depending on the circumstances and the nature of the interviewees. The divergence within this tool of investigation is common with the semi-structured ones.

The paper-based interview guide comprises questions as well as topics that will help the researcher to focus and explore the areas of inquiry. I make use of this tool especially with teachers to widen the discussion and give it a form of a debate to investigate certain phenomena that are not accessible in addition to developing certain ideas that could not be reached by the questionnaire. This appears clearly in the quotation of Mackey & Gass (2005)" *some phenomena might not be observable such as learners 'self-reported perceptions or attitudes, and the interviews merit of interactivity allows researchers to elicit additional data if initial answers are vague, incomplete, off-topic, or not specific enough"* (p.173).

Hence, because of the gratifications and utility of interviews which can be summarized in their level of in-depth information gathering, I have chosen to use them with the teachers and trainers aiming at gathering free responses and to create a certain level of flexibility between me and the interviewee and obtaining data that cannot be foreseen. so, since much of the core of data is acquired and comes out through interviews, I have tape-recorded and transcribed them in the appendix part.

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Moreover, this permits to foresee the thoughts and feelings of the informants when dealing with certain issues that I have summarised in the following:

-**Experience in Teaching ESP**: aims to know if ESP education required the extension of language teaching. Trainers need to have specialist knowledge of the subject by being familiar with ESP course materials, the subject and also with the ESP learners. All these aspects cannot be acquired without having experience in ESP teaching.

- ESP teaching methods and techniques: it should note, there are different kinds of ESP. consequently, ESP teaching methods and techniques must be appropriate to each type.
-**Use of the course books**: it is needless to mention, in ESP every fresh group of learners have to require specific materials.

-**Learners' performance, attentiveness, and motivation**: highlight learners' involvement, ESP teacher has to conduct the necessary needs-analysis then preparing the materials after designing an appropriate syllabus.

-Learners' assessment: can be done by evaluating learners' language productivity or the scores after administering appropriate tests.

- Achievement: it is not easy to achieve professionalism. ESP instruction would not be flourishing without certain concepts such as teachers' collaboration, specialist knowledge, a real commitment, and experience in the field

It is fundamental to note that we have faced some complications in realizing the interview which we can consider as disadvantages of this means of research such as the availability of the informants, time-consuming and the place for recording, and many other contingencies, as well as occurrence, block the work for an important period of time.

3.4.3 Observation

3.4.3.1 Structured Observation
The researcher has had the opportunity of being an instructor, ESP **(BE),** and (**EOP)** teacher at SONATRACH Management Academy (SMA) since 2012. This job helps her and gives me the chance to have access to different departments and to contact a large number of learners with variant specialties. The DRH Director offered the teacher observer an official agreement to do this research and to apply all the tools she has selected in the methodology of data collection.

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Currently, we teach ESP in SONATRACH once a week and sometimes twice a week, this makes my observation permanent and deep. However, the structured observation needs to elaborate schedule so as to gather the target data during class time and even in their breaks. To perform the job of teaching and investigating at the same time is quite difficult, but the long period with the EOP trainees provided us with experience and knowledge to carry out the investigation.

3.4.3.1. 1 Checklist
Observed Behaviour: Check whether or not the learners do the following:

	Yes	no
1. Asked for translation of unknown words	….	…..
2. Referred to a dictionary for unknown words		
3. Used L2 in conversation with the teacher		
4. Used L2 in conversation with the teacher		
5. Used L1 in conversation with the teacher		
6. Used L1 in conversation with colleagues		
7. Referred to a dictionary for unknown words		

The researcher opted for an additional method to cover the situation from a different angle. That is why; we have supplemented the design with structured and semi-structured observations in order to report all details in the learning settings. In this situation, the teacher usually observed much behaviour happening simultaneously, without determining in advance the particular aspects that he will observe. So, unstructured observations contain general and broad recorded data this is why the researcher avoided using it widely in this study.

3.4.3.2. Open Observation

Observed behaviour: learners' involvement in ESP classes or lectures .The researcher describes the level of involvement of some learners in the language class activities in few lines.

3.4.3.2.1. Observation Phases
To capture and identify the observational aspects, we have kept all the normal accompanying assumptions as homogeneity and heterogeneity of the variance, different profiles/ status and numerous professions and fields of work. It is an opportunity for the teacher/ researcher to develop a deeper

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understanding of ESP systematic instruments that could be used to implement reflective approaches and programs to instruction processes through the application of this tool.

3.4.3.2.1.1. Pre-observing Phase
Aiming at assigning the observer main goals of the observation and her task to accomplish involving the identification of learners' motivation or demotivation, discovering the causes of this issue.

3.4.3.2.1.2. While-observing Phase
This stage of observation includes the tools exploitation, moreover, the way to wield the procedures in the teaching-learning process in progress. The main criteria that are controlled in the following systematic greed are: mainly motivation and attentiveness of the learners.

The respondents were not restrained in their behaviour or their actions were not limited in doing their activities. We were teaching them and analysing their actions at the same course, consequently, we became more understanding by observing the respondents' motivation from such a close angle. This healthy and good relationship helps me to work with a detached mind by observing the factor of motivation during the **BE/ EOP** class and creating an inclusive and intensive case study of the group under investigation.

3.5 Results Display

3.5.1 Data Analysis Procedures
After data collection, the samples were subjected to a kind of assortment and scanned to check if all the questions were answered. After that, they were read recurrently to group the informants' responses and classify them. The purpose is to understand and note out the given information. Then, a layout is set down according to the variables.

When the verification and classification processes were achieved, the analysis was carried out by arranging the data in a structured manner, aiming at linking the content of the sample to the investigated issues. This analysis makes this investigation a quantitative kind of study; moreover, it describes and explicates various items in **BE/ EOP** learning.

However, between quantifying and describing the informants' answers, the researcher has used the numerical method to compare the data and discover the points of view and suggestions of the subjects.

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The obtained data is disclosed under the following heading where each one comprises a set of answers.

3.5.2 The Findings of BE Learners Questionnaires

3.5.2.1 Jobs

Item one seeks to know the job of the participants. The BE target population are bachelors who had succeeded in the Bac exam and are admitted to GSE among the good students. In addition to field related subjects namely economics-related modules including mathematical economics -Principles of macroeconomics -Principles of microeconomics -Statistics for economics and business - financial accounting.

3.5.2.2 Education

Item two is about the informants' educational background. As the pie chart (3.1.) below displays, the sample includes students from license and first year master students. There are forty (40) first year Licence students, representing 80% from the totality of informants.

As regards master students, the group is composed of ten (10) representing 20% from the

total of the informants. Further to their specialty as regards the academic disciplines, they also have an English module which focuses on business English.
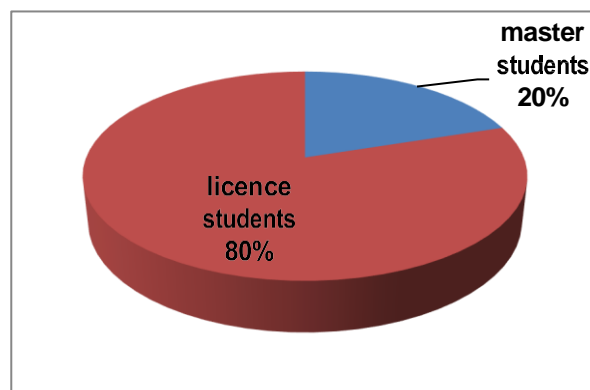
Figure 3.2: the Target Population Proportions

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3.5.2.3 Streams of Study

Item three inquiries about the 'core' subject areas: i.e. the streams of study in secondary school streams. Thirty-five (35) participants are from experimental sciences stream, while fifteen (15) belong to economy and management.
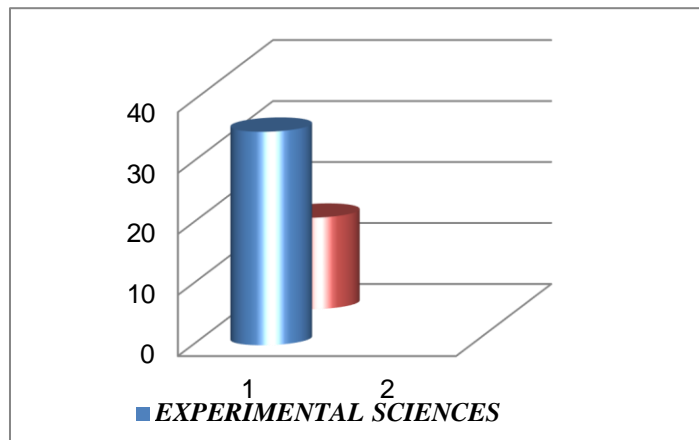
Figure 3. 3: The Secondary School Streams of Study

As indicates above the graph clearly shows that the informants' secondary school streams are experimental science stream representing (70%) while the management stream amounts to (30%). However, both streams are allotted the same English program and hourly volume.

3.5.2.4 Learning English

Item four asked about the periods of learning English from middle school until university studies. All the target population started learning English from middle school with the same timing, curricula, and syllabi. Additionally, in the secondary school we need to highlight that economy and management stream as well as the experimental sciences have also the same timing, curricula and syllabi: i.e.; three (03) hours a week of English. However, the responses about the university English learning have demonstrated that the first-year students have studied English only one year, whereas for the master student it is their fifth year.

3.5.2.5 English Level

Item five reveals how the informants have appreciably evaluated their level in English as (very good – good – average – weak – very weak). Twenty-one (21) informants representing 42% consider their level good and eighteen (18) representing 36% average. However, Six (06) of them

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representing 12% evaluate their level as weak, and five (05) very good representing 10%. None uses very weak 0%.i.e (0) response in the case of the very week. See graph 3.
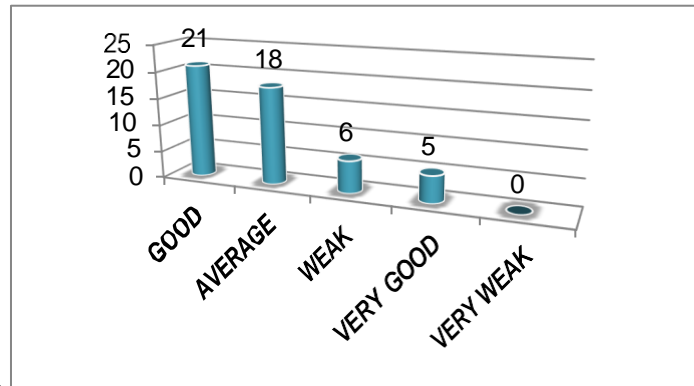
Figure 3.4: The Participants English Level

3.5.2.6 Languages Use

At this level of research, Item one deals with the most used languages in the **GSE** studies **(Arabic – English – French).** The analysis has come up with twenty-seven (27) applicants who have answered the Arabic language and twenty-three (23) French. Whereas, (00) response for the English language.
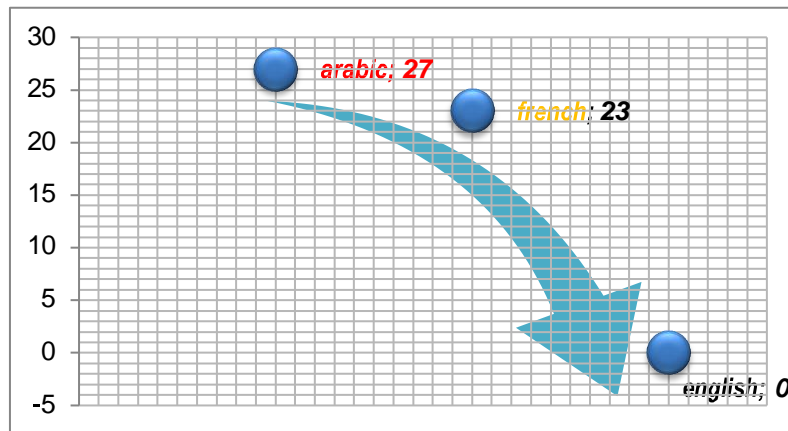
Figure 3. 5: The Most Used Languages in the GSE.

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3.5.2.7 Reasons for Learning the English Language

English is an essential language for both professional and personal goals. In the case of **GSE** studies, students need some incentives to continue learning English. This means understanding the importance of communication that can help them to reach fluency and change their professional life.

Main reasons for learning English	1. Making research	2.Communicating effectively in future job	3. Because most available documents are published in English	4. It is an obligatory subject in the curriculum
Participants	31	35	12	37
Percentages	31%	32%	10%	37%

Table 3. 4: Main Reasons for Learning English

Item two tends to know the reasons for learning English by **BE** students. Thirty-five (35) students said **communicating effectively in their future jobs.** Thirty-one (31) informants select **making research,** twelve (12) informants were for the reason that **most available documents (**that they need**) are published in English**, and the last reason has been chosen by thirty-seven (37) informants, and which refers to, **English is an obligatory subject in the curriculum.**

A closer observation at the findings reveals that the informant's responses that have picked out more than one reason are: one (01) informant chose reasons (1-2-3) and another one was for (1-4). Two (02) informants select reasons (1-2) and two others (3-4). Four (04) informants chose (1-3), moreover, ten (10) participants have noted (2-3). Twelve (12) of them were opted for (2-3-4), and finally, fourteen (14) have chosen (1-2-4). The sample asks for further suggestions about the principal reasons that could motivate students to learn English, but none filled in this part.

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Informant	Reasons for Learning English
One (01)	❖ Doing research. ❖ Communicating effectively in your future job. ❖ Because most available documents are published in English.
One (01)	❖ Doing research. ❖ It's an obligatory subject in the curriculum.
Two (02)	❖ Doing research. ❖ Communicating effectively in your future job.
Two (02)	❖ Because most available documents are published in English. ❖ It's an obligatory subject in the curriculum.
Four (04)	❖ Doing research. ❖ Because most available documents are published in English.
Ten (10)	❖ Communicating effectively in your future job. ❖ Because most available documents are published in English.
Twelve (12)	❖ Communicating effectively in your future job. ❖ Because most available documents are published in English.
Fourteen (14)	❖ Doing research. ❖ Communicating effectively in your future job. ❖ It's an obligatory subject in the curriculum.

Table 3. 5: Responses with more than one Reason

3.5.2.8 Activities to Learn English

Item three seeks to show the activities do the students find most useful for learning English. The outcomes show that listen and speak were scored by **29** %, read and do the tasks **15** %. Both practice (do oral and written activities, and watching videos and games have been equally scored by 20 %. Whereas, 16 % of responses have selected the activity of pair and group works. Hence to display the relative proportions of the activities for English learning a table is drawn.

Reference	Activities	Number	Percentage
- A	- Listen and speak	44	29%
- B	- Read and do the tasks	23	15%
- C	- Practice (do oral and written activities)	31	20%
- D	- Pair and group works	25	16%
- E	- Watching videos and games	30	20%

Table 3. 6: The Selection of Learning Activities

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Consequently, it is of grandness to mark that **B E** students selected more than one activity except for one informant who has made one choice by selecting **(pair and group work activity).** On the top of that, four **(04)** informants have selected all the activities that had been proposed by the sample, and believe that for learning a language, students need to practice a set of different activities. All these could be displayed in the following chart.
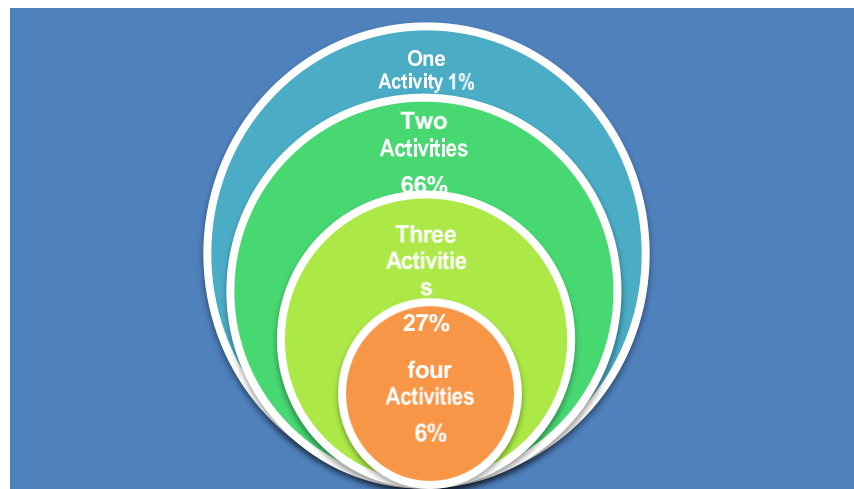
Figure 3.6: The Activities Selection Percentages

Learning activities are designed to present important information to learners in an efficient way. Consequently, activities are deployed by the instructors to set up the conditions for learning. Most of them stimulate learning; others promote critical thinking, while still others help students to engage in interaction.

3.5.2.9 Course Book

Item four refers to documents/ course book the teacher generally uses to make the lesson effective at **GSE** English classes. It asks about the use of course books in the English courses, and how the respondents find these documents • Interesting • Not interesting • Irrelevant • Boring.

A closer observation of the results reveals that all the participants, representing 100%, confess that they do not use course books. Yet, the second part of the question deals with their appreciation of the documents they used in class. The most enthralling finding is that nineteen (19) of the informants determined that the documents are interesting, and eighteen (18) of them confess that

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they are not interesting (almost the same). The rest of the results have obtained very modest scores, six (06) answers for irrelevant, whereas seven (07) for boring.

3.5.2.10 Learning Skills Activities
Item five revolve around learning skills. They are key processes in language learning involving activities that may be complex or simple**.** To organize all the collected data and transform the informants' responses into numerical formats, a table is drawn so that to display and replenish the findings in a more concrete way.

Learning skills	Activities	Numbers of responses
-Listening	✓ Listen to native speakers.	46
	✓ Watch films and videos.	29
	✓ Practice of sounds.	06
-Speaking	✓ Listen and repeat.	29
	✓ Interact with peers.	24
	✓ Learn pronunciation.	32
-Reading	✓ Reading passages.	39
	✓ Understanding and spelling.	20
	✓ Manipulate sounds in words.	11
-Writing	✓ Making sentences.	41
	✓ Combination of words and sentences.	23
	✓ Using dictionaries.	33

Table 3.7: Learning Skills Activities Findings

 So, the participants worked up gradually this point of study and selected firstly listening skills by, 14% listening to native speakers, 09% watching films and videos except for the practice of sounds which reached a very mince score with 02%. Moreover, speaking skill activities scores are detailed as, listen and repeat 09%, interact with peers 07%, learn pronunciation 10%.

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However, reading skill activities have been selected by 12% for reading passages, 06% for understanding and spelling, and only 03% for manipulating sounds. Resulting in a certain outcome, writing skill activities registered 12% for making sentences, 07% for the combination of words and sentences, and using dictionaries by 10%.

3.5.2.11 Grammar Learning

Item six centres up on grammar learning, in this level the B E participants need to rate in the table by **agree – undecided- disagree.** A number of forty-six (46) of informants do agree with the idea of **studying English grammar is important to speak fluently**, as opposed to four (04) who are undecided. Yet, **Teaching Grammar should be integrated with other skills** has picked out thirty-four (34) agree and sixteen (16) informants are undecided.

Although Forty (40) informants agree with **Learning grammar through repeated practice helps learners to use structures correctly,** ten (10) of them are undecided. Moreover, eighteen (18) applicants agree with **the principal role of the teachers in teaching grammar is to explain rules**. Additionally, twenty-seven (27) are undecided and five (05) of them disagree.

Lastly, despite thirty-nine (39) responses agree with **Grammar learning is more effective when learners work out the rules by themselves,** eleven (11) of them are undecided. More precisely the following table could provide more precise information by presenting the percentages of the participants feedbacks.
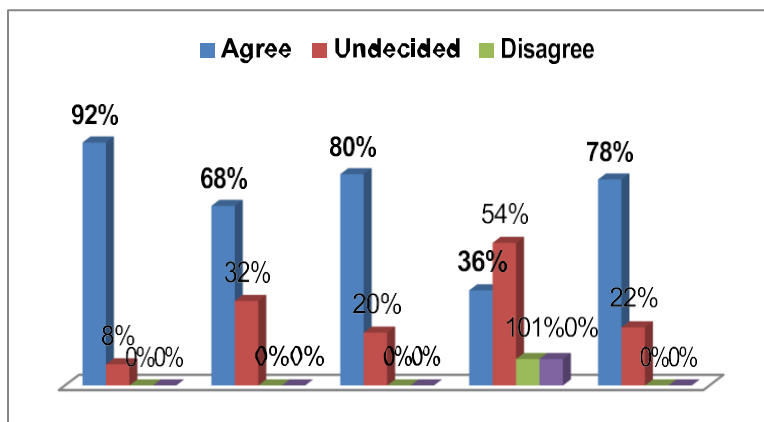
Figure 3.7: Grammar Learning Outcomes

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3.5.2.12 Vocabulary Learning

Item seven investigates vocabulary learning. At the beginning, twenty (20) participants representing 38% selected memorization fourteen (14) of them representing 27% answered words in isolation; moreover, thirteen (13) applicants representing 25% picked out context and meaning. The results obtained show a very modest score of five (05) informants representing 10% who selected fun and games.
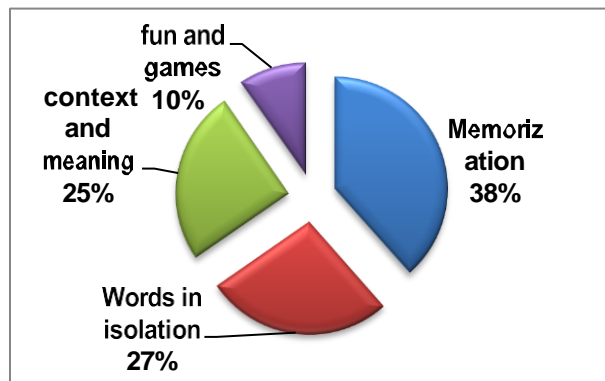
Figure 3. 8: Proportions of Learning Vocabulary Techniques

On the other hand, the remaining findings revealed that within the learning vocabulary multi-select question, the informants have made multiple choices where four (04) informants have used **memorization,** in addition to **context and meaning.** Three (03) responses have included **words in isolation** plus **context and meaning;** moreover, one (01) informant has selected **context and meaning** and **fun and games.** Moreover, one (01) applicant has answered by (**memorization, words in isolation, context and meaning,** and **fun and games**).

3.5.2.13 Necessity of Teachers and Course Books

-Item eight tends to detect if students can improve their English skills without teachers and course books. In this case, the respondents' responses have been divided up to two clusters.

- The first cluster case consists of Thirty-two (32) applicants and believes that, it is impossible to improve their English without using course-books or attending courses, but not all of them give justifications to vindicate their opinions or thoughts. These are some ideas the participants have noted down as assertions with their responses.

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► *Students always need teachers to study English.*

► *It will be difficult to learn a language without documents and teachers.*

The second cluster is composed by Eighteen (18) informants. They have answered positively using (yes). i.e., it is **possible to improve their English without using course-books or attending courses.** Some of these participants used up justifiable statements to patent their attitudes:

✓ *My English can be improved by using English learning websites and watching you tube videos.*

✓ *My English can be improved by downloading YouTube videos.*

✓ *Using the internet…*

✓ *Learning skills could be improved by watching movies or listening to songs and even speaking with our friends in English.*

✓ *Watching translated films or videos, reading books, or talking to people using English.*

✓ *By watching movies or listening to songs and English dialogues.*
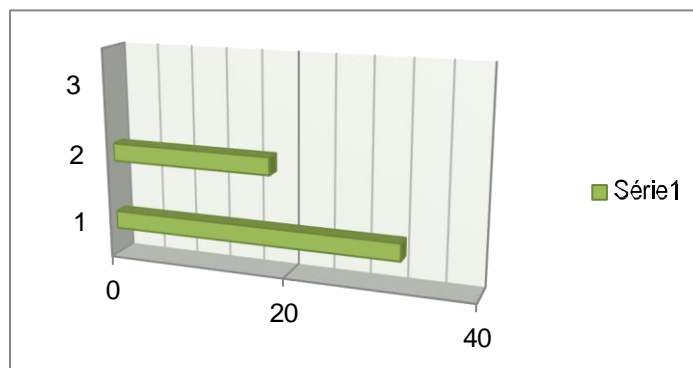
Figure 3.9: The Necessity of Course Books

In closing the sample, the respondents might append additional information to rate their opinions and to explain their reasoning. (Especially about matters that have not been asked through the sample).

Our purpose could include asking learners to provide clues about what kinds of situations the students have experienced learning English, moreover, to suggest activities that might help them

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strengthen their linguistic skills by positively affecting their attitude towards language acquisition, i.e., Towards ESP learning by constructing a massive foundation to implement curricula and syllabi for this category of learners.

Mainly, our prime objective is also to provide the opportunity for the integration of students' comments in our research and to develop collaborative learning. Even so, none of the participants fill in this part of the questionnaire.

3.5.3 EOP Learners Questionnaire

The sample comprises a total of 40 informants from the company of SONATRACH Camp (complex) 06 with various professional profiles, belonging to many departments and who had responded to the research tool questions. It is quite important to mention that the sample of informants is not truly representative of the whole working population subscribed at English learning courses as EOP trainers.

3.5.3.1 Period of Learning English

Item four is about the periods of learning English in each academic level (middle school – secondary school – university). The informants studied English from middle school till university with different number of timings, depending on the school stream of study. Experimental sciences study English three hours a week, literature and philosophy 4 hours, and foreign languages 5 hours. (See description of population). However, the shift to normal education had changed this period to four years with three hours a week.

While the second factor could be seen with learners who have failed and repeated the years at any level of education. For the university studies, generally, the period of studying is five years, either with the old policy of high education or the LMD system, the period of learning English was not the same way

3.5.3.2 English Level

With item five, the results have revealed that the informants evaluate their English level between good and average, except for two participants. Twenty- two of them (22) representing 55% consider their level average and sixteen (16) representing 41% as good. Only one (01) representing

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2% evaluates his level as weak and another (01) 2% as very weak, and zero (0) response in the case of very good.
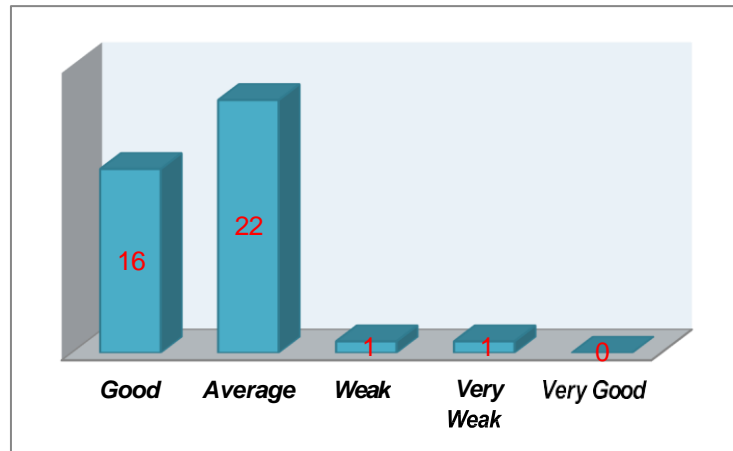
Figure 3.10: Participants' English Level

3.5.3.3 Languages Use

Item one focuses on the question concerning the most used languages in the company, Thirty-seven (37) informants answered that French is the most used language in their company, while two (02) consider French and English to be mostly used and only one mentioned Arabic and French.

3.5.3.4 Reasons for Subscribing for English Training Courses

Item two deals with the reasons for learning English, the results obtained at this phase show that there is no single reason for learning English. Yet, (29) informants have picked out two or more reasons that push them to subscribe for English training courses, except for (11) informants. Their main reasons for attending English training courses could be summarized as follows.

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Applicants	*Main Reasons*
• Fourteen (14):	❖ Communicating effectively with partners. ❖ Attending meetings. ❖ Writing reports and emails.
• Nine (09):	❖ Communicating effectively with partners. ❖ Attending meetings.
• Two (02):	❖ Communicating effectively with partners. ❖ Writing reports and emails.
• Two (02):	❖ Attending meetings. ❖ Writing reports and emails.

Table 3.8: Reasons for Subscribing for English Training Courses.

Regardless of what can be seen at the above table, eleven (11) informants have made single choices. Seven (07) of them answered **communicating effectively with partners**, whereas, two (02) **attending meetings,** and four (04) **writing reports and emails.**

3.5.3.5 Activities to Learn English
Item three studies the learning activities. The findings highlight that the participants ticked different answers at the same time as displayed in table X Twelve (**12**) of them selected the activities (1, 3, and 4), i.e., **listening and speaking activities reinforced by oral and written tasks in pair and group work**. Eight (**08**) of the participants ticked (3and 4), which refer to, oral and written tasks in pair and group work.

Three of them gave three different answers and replied with (1/3) – (1/2/3) – (2/3/4), i.e., which respectively are. Listening and speaking reinforced by oral and written activities, Listening and speaking, reading and doing tasks with oral and written activities, two others offered two answers namely (1/2/3/4/5) – (3/4) which correspond to listening and speaking, read and doing tasks, Practice (do oral and written activities in. pair and group works and watching videos and games.

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Finally, one (**01**) informant replied with seven different combinations of the different skills and activities (1/2/3/4), (2/4/5), (2/3/4/5), (1/3/5), (1/4/5), (2/4), and (4/5)

3.5.3.6 Course Book

Item four deals with the assessment of the learning documents. Textbooks are the first thing the EFL teacher uses expecting to cater to the learners' needs and to be a reference to English courses. The answers collected reveal the following ones as displayed in figure 3. In analysing the feed-backs, advocated by the informants the results reveal the following:

	Interesting	Not interesting	irrelevent	boring	no answer
Course books	10	6	13	2	9
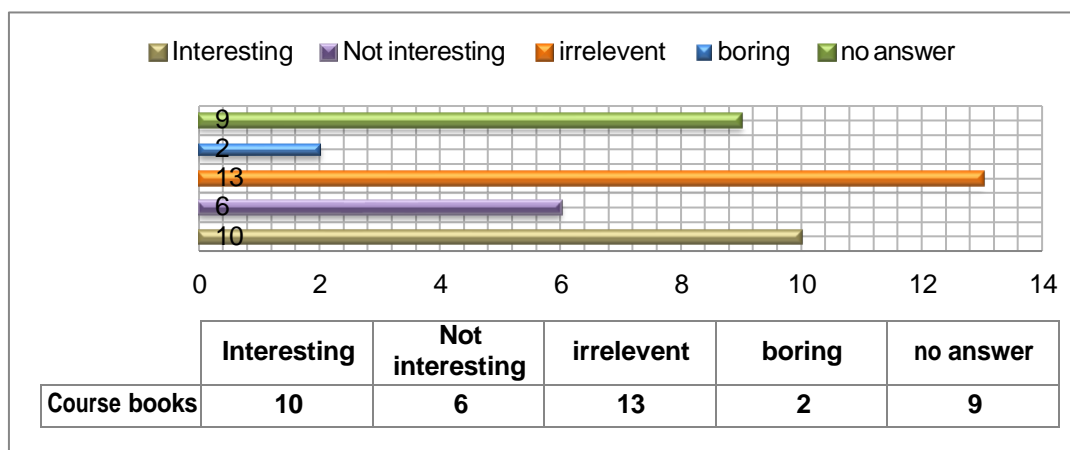
Figure 3.11: Course Book Assessment

25% of the whole informants find the textbook they use interesting the remaining 75% have a negative opinion about it ranging from irrelevant to no answer, not interesting, and boring with respectively the following percentage 32%, 23%, 15%, and 5%.

3.5.3.7 Learning Skills Activities

With item five and which seeks to infer about the learning skills and the activities informants find appropriate. It has been seen that the informants' responses show the combination of different activities. These responses are reported in the following tableau (04) representing the sum of the findings and make them simplistically concrete and comprehensive.

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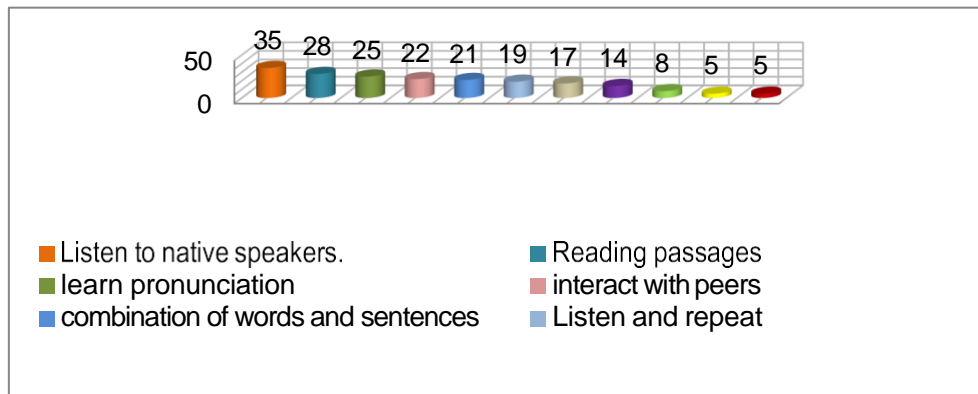
Figure 3. 12: Learning Skills

As regards the different activities for each skill, 35 informants' answers representing 16% consider **listening to native speakers**, the method to improve the learning skills; followed by 28 representing 13% who rank reading passages activities in the second position. While**, learning pronunciation, interacting with peers** plus **listen and repeat** occupy neighbouring positions representing respectively 25 %, 22%, and 19%.

However, the writing skill is considered the least appropriate though **the combination of words and sentence** activity represents 10%. The other activities do not seem to serve the informants to develop their learning skills given the low figures collected,

Meanwhile, the seventh method is **understanding and spelling** in reading skills, and the same position with the same ratio was found with **making sentences** in writing. Position eight is **using dictionaries** in writing, followed by Method nine that is **watching films and videos** to develop the listening ability, and **practicing sounds** with the same learning skill.

To finish with the methods **manipulating sounds in words with**in reading and **practice of sounds** in listening have obtained very modest scores and are classified in the tenth position

3.5.3.8 Grammar Learning

Item six explicates how grammar skills could be studied. This is composed of phrases, words, and clauses that play important role in acquiring languages. In the light of what is described in tableau 05, **grammar is important to speak fluently** was the answer of 36 informants representing (32%). one informant disagrees with and (03) are undecided. However, 29 of them agree that

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Teaching Grammar should be integrated with other skills, (08) are undecided and (03) disagree.

Additionally, for statement three, **learning grammar through repeated practice helps learners to use structures correctly**. 24 agree, 14 undecideds, and (02) disagree. **Twenty** 20 of them agree that **the principal role of the teachers in teaching grammar is to explain rules**, 09 are undecided, moreover, 11 disagree with this idea. The Low score was marked by (05) informants who disagree with, **grammar learning is more effective when learners work out the rules by themselves.** 15 are undecided and 20 subjects disagree with this statement.

Sentence 01: Grammar is important in order to speak fluently.

Agree 36 - 32 %	Undecided 01 – 02 %	Disagree 03 – 08 %

Sentence 02: Teaching Grammar should be integrated with other skills.

Agree 29 - 25 %	Undecided 08 – 20 %	Disagree 03 – 06 %

Sentence 03: Learning grammar through repeated practice helps learners to use structures correctly.

Agree 21 - 24 %	Undecided 02 – 04 %	Disagree 14 - 36 %

Sentence 04: The principal role of the teachers in teaching grammar is to explain rules.

Agree 18 - 20 %	Undecided 09 - 23 %	Disagree 11 - 24 %

Sentence 05: Grammar learning is more effective when learners work out the rules by themselves.

Agree 04 - 05 %	Undecided 05 - 13 %	Disagree 20 - 64 %

Table 3.9: Learning Grammar Findings

3.5.3.9 Vocabulary Learning

Item seven is about teaching vocabulary. The results of the study showed that the informants use different strategies to learn vocabulary. The most frequent strategy **is learning vocabulary in their context and meaning** representing (44%). After this**, memorization** by (23%), and then **fun and games** representing (22%). However, **learning words in isolation** received a very modest score of (11%).

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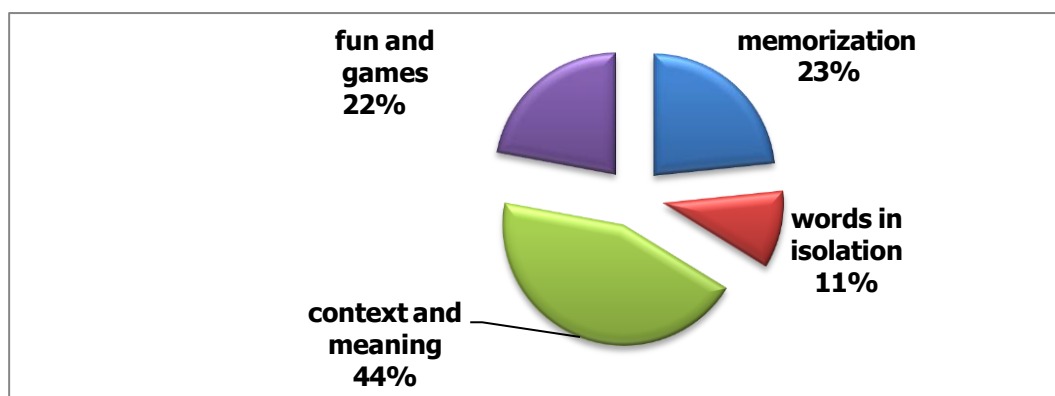
Figure 3.13: Learning Vocabulary Strategies

3.5.3.10   Necessity of Teachers and Course books

Item eight is about improving Learners' English without course-books and teachers. It demonstrates that more than the average of the informants (21) representing 52% confess that they can improve their English without using course-books and attending courses with the language teachers. Their main justifications and points of view are presented as the following:

The informants' ideas were written down as such,

- ✓ *Using websites*
- ✓ *Interacting with their colleagues by using English*
- ✓ *Using alternative methods such as the internet and other means of technology*
- ✓ *Communicating with natives and learn new words.*
- ✓ *Practicing regular oral and written activities.*

These thoughts were expressed by the informants through the following sentences and statements:

- ✓ *Books and teachers are important to improve English.*
- ✓ *Teachers explain difficult lessons.*
- ✓ *Teachers help us when we face complicated things.*

More importantly, twenty-one (21) informants replied by "yes" or "no" and they prefer to not give any justification for their answers.

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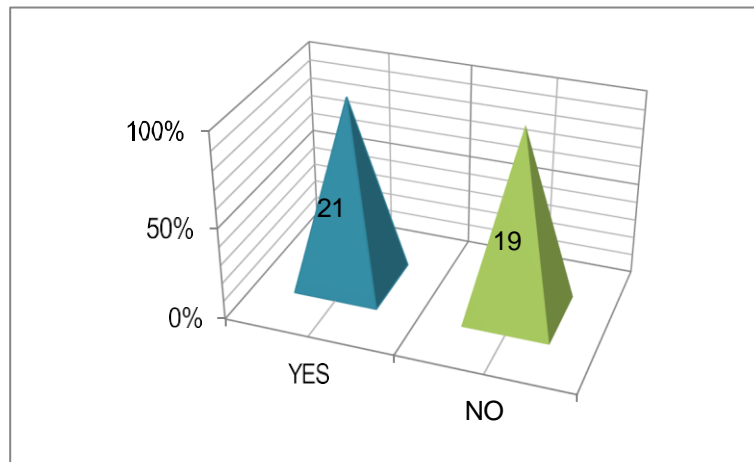
Figure 3.14: The Necessity of Teachers and Course Books

It can be seen from the excerpt that the questionnaire allows the informants to express themselves in addition to, defend their points of view by justifying their answers. Unfortunately, a great number of the participants did not justify their answers or at least explained their points of view.

The final item refers to the last point in the questionnaire and represents an open path that leads the informants to comprehensibility and objectivity. Our intention aims at creating more space for the respondents to collaborate directly or indirectly in reaching the objectives to answering the research questions. That is to say, aiming at making the finding more concrete the informants are asked to add more ideas and suggestions so that to cover all the sides of EOP teaching/ learning practices and to enable the researcher to delve into the issue and its variables.

The informants' proposals can be summarized as:

- *Teachers should not allow the use of other languages during the courses.*
- *Members of the group should be from the same specialty*
- *Study English more than once a week.*
- *Using small groups to engage students and deepen learning.*
- *Learn English and do not get discouraged.*
- *Learn English and have fun.*

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- *A lot of practice of speaking.*

- *It is better to study only in the mornings during the training period.*

- *When we like the language, we are more motivated to learn it.*

- *Learning words from the context,*

- *Teachers have to use the best methods to teach English for each type of learner.*

3.5.4 Teachers Interviews Findings

3.5.4.1 Personal, Educational, and Professional Data

At the very first point, the **BE** target population is seven (07) teachers of the English module at the Graduate School of Economy of Oran. All of them teach **ESP**, more exactly **EAP**, and deliver courses in business English. They are senior teachers with experience that exceed ten (10) years; moreover, their degrees vary widely, two (02) teachers hold magister and five (05) Ph.D. degrees, besides the informants work in various subjects and they are interested in many fields of research, in civilizations (African or American), literature, and translation (see appendix).

Secondly, the **EOP** participants are four (04): three (03) of them are university teachers who work as contracted trainers of English language at the pedagogic institution of **SONATRACH**, and one (01) is a permanent teacher in this institution. They are senior teachers with different degrees and are interested in many fields of research. One (01) informant is a professor in sociolinguistics and she is a language researcher in various fields of investigation (language, language and society, **ESP**), another participant (01) holds a Ph.D. in applied linguistics and he works in oral-aural skills and phonology (listening and speaking). Two (02) respondents hold magister degrees, one (01) of them works in American civilization and the other one (01) in Algerian dialects.

3.5.4.2 Differences between Teaching ESP and EGP

This part has attempted to know if teaching **ESP** is similar to **EGP**. The findings have shown that all the **BE** target population, (100%) have answered that teaching ESP is different from EGP. For the sake of clarity and precision, we have preferred to quote the informants' main ideas:" **teaching EGP involves mainly thorough information about different language aspects such as grammar and**

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vocabulary while teaching ESP requires more specialised knowledge relevant to the field of study".

Similarly, all the **EOP** respondents representing (100%) have also stated that teaching ESP is different from EGP teaching, trying to provide linguistic support and a broad overview of the two types of teaching. The four (04) informants have described ESP and EGP teaching as:

• ESP is part of EGP. ESP deals with specific contexts using different teaching methods.

• EGP covers different language aspects. ESP is objective-oriented learning where the specification of objective corresponds to the aim.

• EGP is taught for everyday use whereas; ESP is based on learners' specific needs required by their profession or occupations.

• ESP teaching approach is known to be learner-centred where learners' needs and goals are of supreme value, whereas, General English approach is language centred, and focuses on learning language from a broad perception covering all the language skills and the aspects of the cultural speaking community.

3.5.4.3 The Possession of Specialist Knowledge

Since specialist knowledge is a crucial factor in teaching ESP; we have devoted a room to this range of factual, theoretical, and practical knowledge, as well as competencies and skills in ESP. Therefore all the informants (**BE** and **EOP** teachers) representing 100% have clearly answered that they have **specialized knowledge** of their domain of teaching. (see the pie-chart P120).
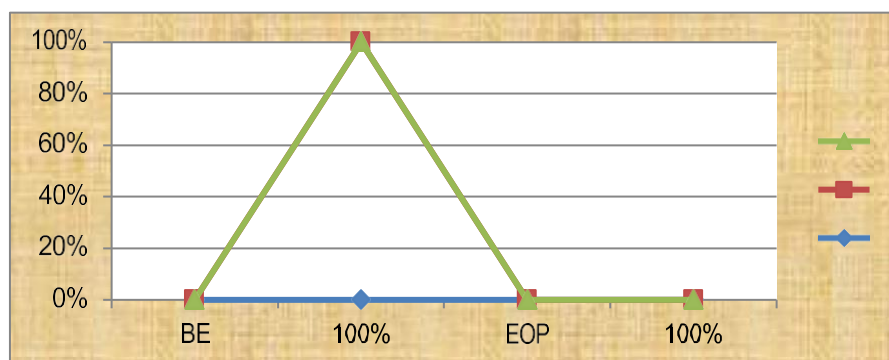
Figure3. 15: **Specialist Knowledge Possession**

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Presumably, all the participants who participated in this study have announced that they possess sufficient knowledge; I mean specialist one gained through experience or association acquaintance, to perform as ESP teachers in their domain of teaching.

3.5.4.4 Teachers Training Option

The results reveal that none of the participants (**BE** and **EOP** teachers) representing zero per cent 0% did have any training in ESP teaching.
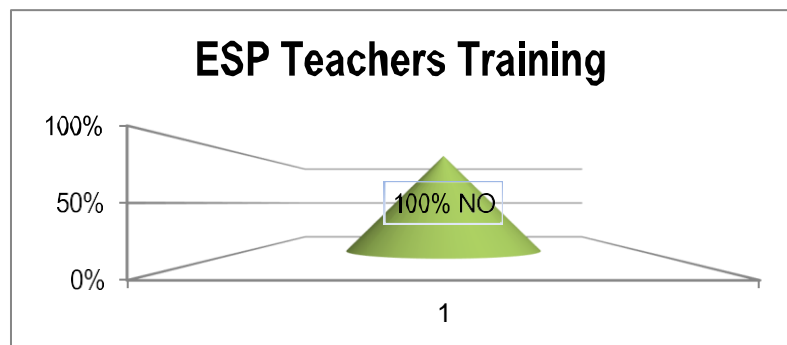
Figure3. 16: BE/ EOP Teachers Training

Most importantly, five (**05**) informants have noted that they would be preferred to have attended ESP training courses.

3.5.4.5 Challenges in Teaching ESP

It is remarkably astounding when all the **BE** informants reveal that they have never faced any problems in teaching ESP, except one teacher, one out of seven teachers 1/ 7, who said that he has faced two main challenges: *"there is no problem in* the *teaching undergraduate-level students (license), but when dealing with graduate learners (master 1&2) a lot of issues arise. It concerns mainly the* ***attractive*** *and* ***creative*** *content required to satisfy their updated needs and attract their attention to enhance their communicative professionalism. In other terms, satisfying professional experienced learners' requirements are a little bit complicated compared to beginners teaching".* Additionally, the second problem could easily emerge when teachers want *"to develop a strong collaborative relationship among the learners*.

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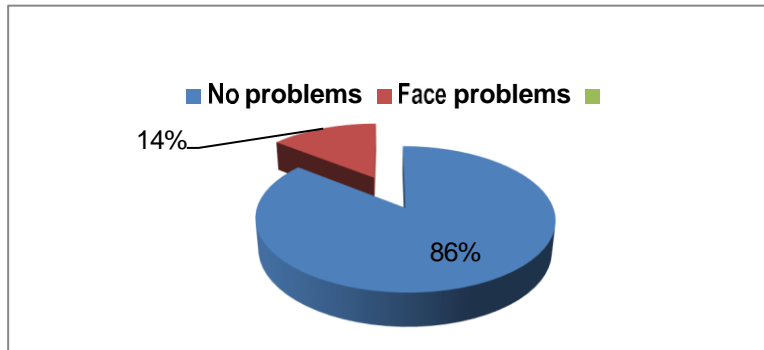
Figure 3. 17: BE Learners Challenges

Furthermore six (06) informants, representing eighty-six per cent (86%) have replied that they do not face any problems while teaching ESP classes, only one (01) participant, which means (14%) of the total number has cited two difficulties that accompanied his teaching practice of ESP.

Concerning **EOP** informants, two (02) representing fifty per cent 50% of them stated that they do not face any problem while teaching ESP; besides the other two (02), fifty per cent 50% teachers have replied that they encountered some challenges. The first one has explained, *Individuality of Students: Every student is different. (in learning and behaving).* Moreover, the second participant has confessed that the main problem he has ever faced is, *teaching disinterested trainers with different prior knowledge levels.*
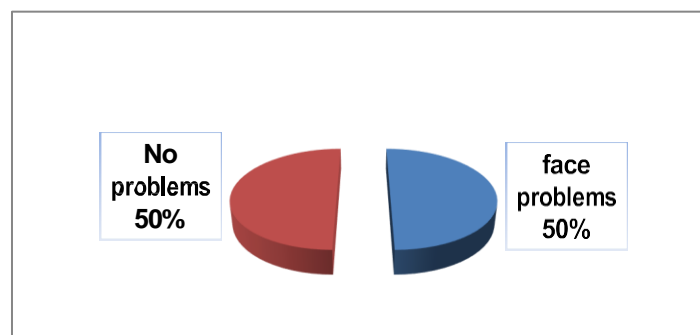
Figure 3.18: EOP Learners Challenges

3.5.4.6 Development of Background Knowledge

According to the processed results, all the seven (07) **BE** informants seem to be in favour of the growth of **ESP** background knowledge for the **ESP** teachers. In the same vein, and with the answers of the **EOP** participants, we have noticed that all of them have also insisted on developing

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the fundamental principles **of the subject area, and the necessary professional knowledge which is gained through professional schooling, teacher training, and teaching experience, comprises both relevant theoretical concepts (knowing what) and performance skills (knowing how).**

One (01) of the participants has explicated that for developing the background knowledge, ESP teacher must be **innovative, thoughtful, and above all too much caring so that he can motivate and inspire ESP learners to pursue their academic courses diligently and to outperform in their professional careers.**

3.5.4.7 The Availability of Teaching Materials

The figures below display the **BE** and **EOP** results obtained from the informants' feedback. It would deal with the provided teaching materials, plus the ones **used by each teacher.**
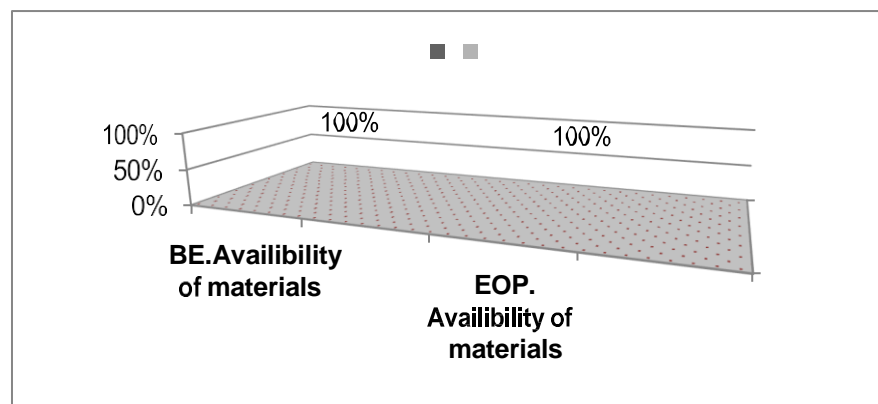
Figure 3. 19: **Teaching Materials Availability**

All the responses, representing **100%,** demystified that their academic institutions provide the necessary materials. As far as their opinions about the adequacy of these teaching materials and if they can satisfactorily meet the learners' needs, the informants' responses comprise the description of the following material: (the repeated answers are not mentioned)

✓ *I find them interesting and very useful.*
✓ *They are not sufficient, for we lack language laboratories.*
✓ *They are available and useful.*
✓ *They are available but insufficient*

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In addition to what has been explicated, the informants assert that they used different materials, aiming at raising learners' understanding and facilitating their learnability, most of the retorts comprise **computers, data shows, speakers, board, and hand-outs**. One of the **EOP** interviewees has added that he makes use **of books, articles, activities related to the subject-matter.**

3.5.4.8 Groups Size

The results showed that the community of teachers under investigation has precisely fixed the different numbers and sizes of their groups. (Similar responses are not rewritten)

- ✓ *The group is constituted of about thirty students.*
- ✓ *The group is between twenty and twenty-five students.*
- ✓ *The group is constituted of less than thirty students.*
- ✓ *The group is constituted of twenty or twenty-five students.*
- ✓ *The group is constituted of not more than thirty students*.

As declared by the informants, the size of the groups within the **EOP** training courses has been demonstrated by, three (03) who said, the groups include 15 students sometimes 18 or 20, while one (01) participant précised his retort by saying: "generally, the groups include 15 trainers".

From all that has been said, the analysed findings lead us to deduce that the number of the groups is nearby between twenty (20) and thirty (30) learners in **GSE**.

3.5.4.9 Group Homogeneity

The ability levels are usually determined by assessment and teacher observation, based on these thoughts **BE** teachers have given variant responses about the homogeneity of respective groups, four (04) of them said "**yes**", representing 57%. Two (02) with a percentage of 29% replied by "**no**"; nevertheless, one (01) participant, representing 14% gave a clarifying explanation: «**Yes, they are homogenous but not always.**

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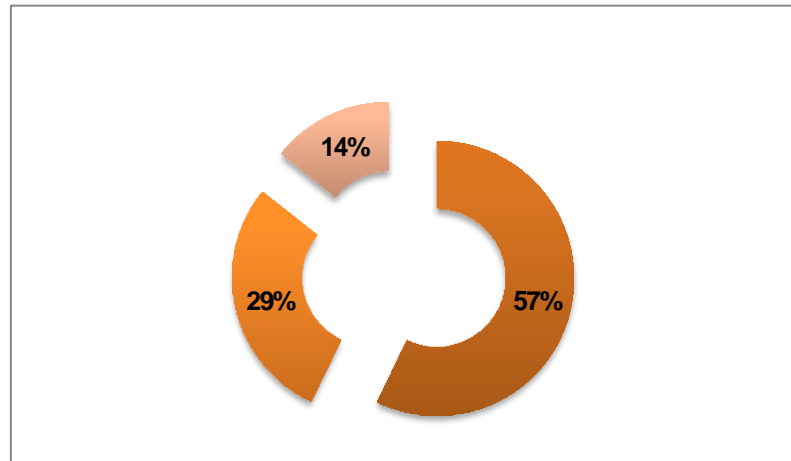
Figure 3. 20: BE Group Homogeneity

Henceforth, **EOP** participants gave negative rejoinders, where three (03) participants, representing 75% answered directly by **"no"**, but one (01) informant, representing 25% elucidated **"No, not always, some periods we thought that they are homogenous but in reality, they are heterogeneous groups".**
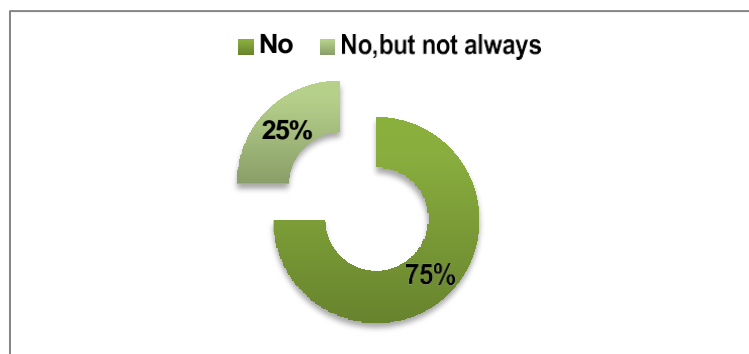
Figure3. 21: EOP Group Homogeneity

3.5.4.10 Academic Profile of the Learners

For the investigation protocol, we have emphasised the academic profile and the kinds of scholarly work of the ESP learners.

In the first echelon, the **BE** students are dealing with an academic degree program and need to learn English **to succeed in their academic careers**. It mainly deals with the **BE** students achievement in higher education, more exactly in post-graduate levels, in addition, to performing in their future professions. So, the participants (ESP teachers) inform us that the GSE learners will

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be specialized in the fields of **energy economics, digital economics, digital finance, management, accounting** once they go through common core training.

This has been in tandem with development in **EOP** towards the enhancement of **reading and communicating skills (listening-speaking and writing)** among this category of learners. It crucial to restate again that **EOP** learners are graded employees in the hydrocarbon sector, who have had their university diploma, with different specialties and many qualifications. Learning foreign languages mainly ESP could contribute widely to their job promotions as well as facilitate their business communication. (see appendix)

3.5.4.11 Learners' Level in English

More precisely to determine the learners' level in English, the target population has employed terms like **advanced**, **intermediate**, **pre-intermediate**, **average and weak, or low,** etc. here are some illustrations extracted from informants to grade the English level of the **BE** learners.

- ✓ Some of them have an advanced level, some have an intermediate level, some have a pre-intermediate level, and others have very little knowledge of the English language.
- ✓ Their level is between good and   average
- ✓ Some of them have an advanced level; others have just very little knowledge (English). And of course, we can also find students with intermediate levels.
- ✓ They have an intermediate level.
- ✓ Some of them have an advanced level, and some have a weak level.
- ✓ The students' levels vary between intermediate and pre-intermediate.

From another side, the **EOP** responses display observable disparateness and in quoting their retorts we have seen that is logically important to recopy these sentences as they have been pronounced by the participants.

- ✓ They have a reasonable ability to understand, but limited ability to speak. This might be someone who understands English at perhaps a fourth-grade level but may speak it at a first-grade level.

- ✓ For the majority, their English is acceptable with different levels

- ✓ For the majority their level is acceptable but we might always have some trainees who have no notion of English.

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✓ The **EOP** learners' level is unfortunately low.

3.5.4.12 Learners' Attentiveness, Motivation, and Performance

Concerning the research in hand, all the **BE** informants, seven (07) representing 100%, have agreed that **learners' performance, attentiveness, and performance are dependent on their level of English**. That is to say, learners with advanced levels would have a high attentiveness, better motivation as well as performance, and vice versa.

However, the **EOP** informants have described the learners' engagement, motivation, and attentiveness toward the lesson's progress and topic. The answers below give a clear explication of the results obtained by the subjects.

✓ Normally, yes, they are motivated and attentive, but not all of them.
✓ Their attentiveness and performance are relevant to their level of English.
✓ Normally, yes. They are.
✓ The motivated learners are more attentive and they perform well during the lessons.
✓ No, they are not really motivated and attentive.

✓ Most of them are not attentive with weak/ poor performance in class.

3.5.4.13 Objectives of ESP Learners

The learning objectives must be clear to students. In short words, they all must know (**what**) they are learning and (**why**) they are doing it. So, the feedback recorded on the part of the whole population under study, 100%, declared they have an idea about the learning objectives of their learners.

We aimed at stating this brief statement describing what students would expect to acquire from studies of English and it has to do with, "**being able to communicate correctly and fluently in English.** Indeed, the EOP teachers have also exposed a large set of different objectives which is confirmed by the followings:

✓ They can be summarized in terms of future workplace requirements as language skills employed

✓ The development of their language use, especially the communicative skills.

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✓ Those who are really motivated to attend the ESP courses, aim to speak English fluently and correctly.

One informant replied that she has no idea about the learning objectives of the trainees.

3.5.4.14 Tools Exploited in Needs Analysis

The table below summarises the detailed responses gained from respondents whose learners are subject Although learners' needs exploration is a fundamental and vocal point in teaching/ learning ESP, two (**02**) **BE** respondents gave negative answers by saying that they **do not conduct any needs analysis**. The rest of the informants have cited that they do analyse the needs of their learners through the use of different tools. Whereas, within the **EOP** respondents, one (01) confirmed that she never conducts learners' needs analysis

Informants	Tests	Interviews	Questionnaire
• **BE**	- **04**	- **05**	- **03**
• **EOP**	- **01**	- **02**	- **00**
-Total answers	- **05**	- **07**	- **03**

Table 3.10: Exploited Tools in Needs Analyses

The results obtained with the statistical measures seem to be clear enough to expound the data of each technique adopted to get a better understanding of learners' needs. Therefore, interviews are highly exploited by seven (**07**) positive answers representing 47%. As far the tests, they recorded six (**05**) with a percentage of 33%, and the questionnaires got the last position with three (**03**) responses only and representing 20%.

The concrete gradation in the total answers confirms that interviews are the most exploited than the tests while the questionnaires registered low scores. The graph below highlights assuredly the numbers presented above

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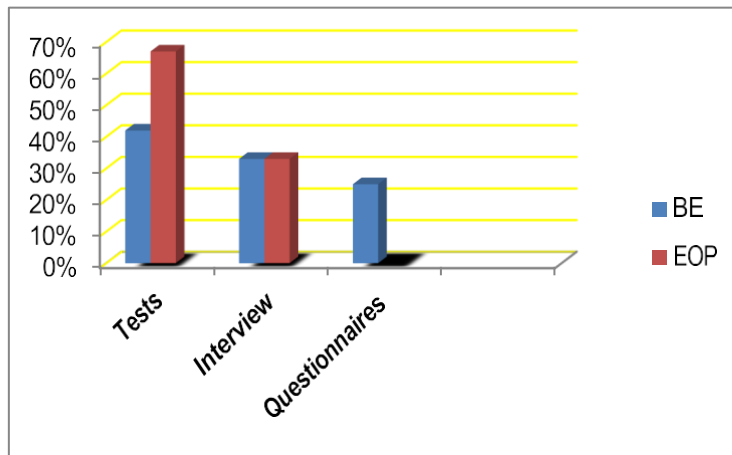
Figure 3.22: Tests, Interviews, and Questionnaires Exploitation

3.5.4.15 Curricula Affording

 Concerning this point, the totality of the participants, both the **BE** and **EOP** teachers, representing 100%, confessed that their hierarchies do not afford the educators with any curriculums.

Howbeit, the case of syllabus designing gains variant feedbacks selected from the suggested ideas by the interviewers (see appendix). Five (05) from the **BE** informants have announced that syllabuses are designed by **teachers of English and the institution**. On the contrary, two (02) of the answers have declared that syllabi **are group work designed**. Considering the **EOP** answers have noted: three (03) said that syllabuses are **institution designed,** whereas one (01) informant replied that, they are **self-designed**. The next chart displays the exact portions and percentages for the whole replies.

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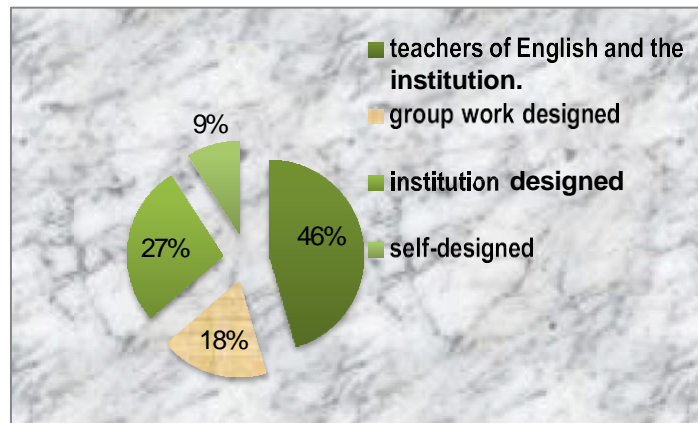
Figure 3.23: Syllabuses Designing

3.5.4.16 Teaching Strategies in Lessons Preparation

It is not highly correlated that the group of the responders showed various replications concerning teaching strategies that they commonly wield in courses preparation and development. All the participants, representing 100% of **BE** responses, have included: **implementing technology in the classroom**, but it is not the peculiar rejoinder.

Three (03) informants have answered **visualisation of information**, the same number have required that they make use of **inquiry-based instruction** strategy**.** Two (02) informants have said **encouraging research** and the same number of them have noted **projects work.** Conversely, three (03) different teaching strategies have been mentioned by three (03) participants, each teacher has cited one strategy**: ICT in the classroom, the necessary books (especially for grammar), and websites, reviewing the information.**

Participants	Teaching strategies	Percentages
- 03	-Visualisation of information	• 27%
- 03	-Inquiry based instruction	• 27%
- 02	-Encouraging research	• 19%
- 03	-Projects work	• 27%

Table 3.11: BE Teaching Strategies Selection

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The table has displayed the format of the number of the informants, as well as the outstanding claims about the teaching strategies that are in some respect divergent.

yet, the basic teaching strategies adopted by **EOP** participants to deliver ESP lessons to increase learners' engagement and as cited by the informants are (some teachers make use of many strategies).

- ✓ Do the reading and problem sets.
- ✓ Review lecture notes for the week.
- ✓ Prepare an outline of issues to cover in class.
- ✓ Make a list of questions to use in class or write on the board.
- ✓ Make a handout of topics to discuss in class.
- ✓ Make handouts and I load audios and videos
- ✓ Practice: preparing exercises/ activities.
- ✓ Take notes on the provided material.

3.5.4.17 Selection of the Course Content

Course content selection should be based on elements that cater learners' requirements and support them to achieve the drawn objectives. Consequently, four (**04**) informants have declared that they select the content of the course depending on **learners' needs and make sure that the content comprises the four skills of English**.

One (**01**) participant has answered he selects **the content that comprises the four skills of English**, whereas, another one (**01**) has replied the course content depends on **learners' needs and in relevance with the economy programme**. The last informant (**01**) has said that he makes sure that it deals with the **economy and comprises the four skills of English**.

Yet, the EOP replies comprise four (04) "yes". They have answered positively to say that the courses are appropriate to the trainees' profile. Besides, for the selection of the course content, the participants have elucidated many ways and techniques such as (some informants gave different answers)

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✓ Course fit with learning goals.
✓ Have importance and fit with the discipline.
✓ Appeal to student interests.
✓ Not overlap excessively with students' experience or knowledge.
✓ Be multi-functional (helps to teach more than one concept, skill, or problem)
✓ Stimulate search for meaning.
✓ The content should be relevant to trainees' profile
✓ Be based on or related to course books.

3.5.4.18 Documents

To detect the teaching/ learning documents in both the **BE** and **EOP** languages departments, the processed data, demonstrated that, according to the BE target population, representing 100%, they use their own documents by adding that they meet their needs. While the four (04) **EOP** informants, representing 100%; confessed that they used the documents provided by the institution and they are not sure that these documents fit really the needs of the EOP learners. **(Diagram below sheds more clearly the light on both BE and EOP findings).**
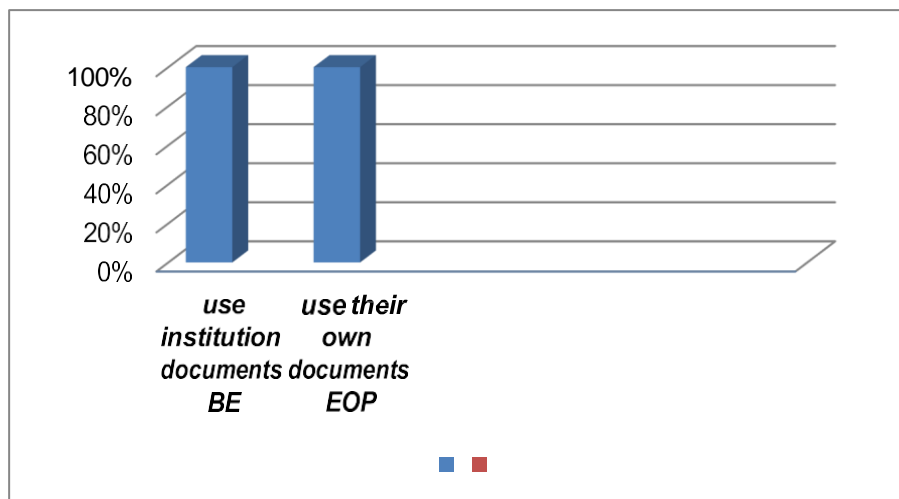
Figure 3. 24: BE and EOP Documents Use

3.5.4.19. ESP Teaching Methodology

Methods of instruction include various ways of teaching, basic activities, and processes. In any learning sitting and domain, teachers need to factor in the students' abilities and the end goals of

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the teaching process, this is why the BE and EOP teachers have revealed many teaching methodologies and variant thoughts that would be found in their answers, and are summarized below as the following:

- *The information is usually transferred by reading a text or watching a video related to the topic studied.*
- *The methodologies of ESP are the same as model of the language teaching process, preparing the input, encouraging the learners' intention to learn, and promoting practice and use.*
- *Most of the time I use texts and activities dealing with the topic we want to study.*
- *ESP is taught through a content-based syllabus with tasks designed to involve students in the classroom.*
- *The methods used for General English are transferable to ESP and can be useful as long as they fit the purpose of the course and the needs of the students.*

- *They should focus on fluency, emphasis on individual learning/cooperative learning and the topics have to fit the ability of students.*

- *The same model of the teaching process as does any other form of language teaching*.

Concerning **BE** results six (06) informants have answered that **it depends on all the aspects mentioned above.** Only one (01) participant has stated that **it mainly depends on learners' level and specialism.** Most importantly, EOP replies have agreed that the methodology used when teaching ESP depends on the **learners' level, specialism, and the subject to be taught**. Except for one (01) respondent who has answered that the methodology he uses in teaching ESP depends **on the subject itself.**

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❖ **EAP Responses**
• **(06) informants:** it depends on all the aspects mentioned
• **(01) participant:** it mainly depends on learners' level and specialism
❖ **EOP Responses**
• **(03) informants:** learners' level, specialism, and the subject to be taught
• **(01) informant:** depends on the subject itself

Table 3.12: Teaching Methodology Used

3.5.4.20 Courses Tasks in EGP and ESP

With courses tasks item, three (03) informants from **BE** have replied that **the same tasks are given**. Whereas, two (02) participants have said: **reading comprehension tasks, pair, and group work, grammar exercises, etc.**

One (01) respondent has stated **reading and comprehension tasks, listening to audio then doing exercises about listening and speaking, moreover, grammar courses than some tasks for the application of certain rules.** With almost the same idea, one (01) informant has precise **comprehension questions, pair/ group works, doing exercises after grammar courses.**

The EOP answers have demonstrated that three (03) participants answered by: **All the Tasks are common to both EGP/ ESP.** One (01) of them emphasised, **All the Tasks related to language skills enhancement**

3.5.4.21 Difficulties in Teaching ESP

In processing the **BE** interviews, it has been noticed that according to five (05) respondents, the main challenges and difficulties in teaching ESP is due to the **lack of training opportunities for**

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ESP teachers; moreover, the same number of answers have mentioned **the difference in students' levels.**

The results have also shown that three (03) informants stated the difficulty is located **in specialist knowledge acquisition**. Meanwhile, there are one (01) of all the respondents thinks that **the unavailability of classrooms managed for groups or projects work** can cause difficulties in teaching ESP.

BE Teachers challenges	EOP Teachers challenges
❖ -Lack of training opportunities for ESP teachers. ❖ -Specialist knowledge acquisition. ❖ -The unavailability of classrooms managed for groups or projects work.	❖ -Difference in students' levels. ❖ -Lacking knowledge on students' field study. ❖ Lacking ESP training. ❖ -Lacking proper tool for needs analysis, ❖ -various learners' English competences ❖ -Large and heterogeneous classes.

Table 3.13: BE and EOP Teachers Challenges

The evident challenges encountered by EOP teachers as could be deduced from the responses of the interviews: **lacking knowledge on students' field of study, lacking ESP training, lacking proper tools/ time for needs analysis, various learners' English competencies, and large and heterogeneous classes.**

3.5.4.22 The Important Skills to Develop for ESP Learners

The group of informants has replied to this question by highlighting a set of ideas dealing with the important skills that need to be developed for ESP learners. Yet, we opted to grade by priority, the different skills mentioned by the whole number of the **BE** participants are:

- *Problem-solving and critical thinking*
- *Effective and oral communication*

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- *Accessing and analysing information*

- *Curiosity and imagination*

- *comprehension and understanding*

- *listening and speaking*

- *communication written and spoken forms*

- *Understanding and analysing information*

While all the **EOP** responses have overlapped the main list of highly-ranked and graded skills which ought to be developed in any **ESP** courses starting by **communication skills, collaboration skills or teamwork skills, creative thinking skills, problem-solving skills, critical thinking skills, learning to learn skills, as well as leadership skills.**

3.5.4.23 Use of ICT in ESP Classes

According to the seven (07) **BE**, plus the four (**04**) EOP informants representing 100%, they all use ICT in ESP classes. Their main reasons could be cited as such: (repeated answers are not written).

❖ **ICT foster students':**
- *Oral communication and its capacity to improve it.*

- *Oral communication and their capacity to express themselves.*

- *Comprehension and communication and their capacity to improve it.*

- *Learning, especially oral communication, and their capacity to improve it.*

- *Communication and their capacity to improve it.*

It could be seen from the selected statements used by the respondents, to explicate the major causes that lead them to the employment of ICT in their ESP classes that it would play an important part in enabling change in the process, and in proofing learning through communication and comprehension.

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3.5.4.24 Evaluation of the Learners

Learners are mainly evaluated in multiple ways, verbally or written, formal or informal. According to the **BE** participants feedbacks, four (**04**) among them evaluate their learners **through questions in class, tests, and exams**. Whilst, two (**02**) informants have replied that they make use of **tests and exams.** Besides, just one (**01**) respondent has said that he evaluates his learners through **questions in class, tests, home works, and exams**.

Most importantly, the **EOP** responses have marked three (**03**) answers, **by questions and exams.** One (**01**) answer included **tests batteries only.**

Branch of study	Informants	Evaluation methods
• **BE**	**(04)**	► -Questions in class, tests, and exams.
	(02)	► -Tests and exams.
	(01)	► -Questions in class, tests, home works, and exams.
• **EOP**	**(03)**	► -Questions and exams.
	(01)	► -Tests.

Table 3.14: BE and EOP Evaluation Methods

3.5.4.25 Specific Language Knowledge Acquisition

In the specialist knowledge acquisition ESP teachers and trainers ought to possess the ability to encourage and boost the learners in evaluating them. Hence, what is really interesting; all the **BE** informants have agreed that their learners acquire the necessary specific language knowledge and they retorted by, "**Yes, they do**, **except some**". Whereas all of the EOP participants answered by," **Of course, yes".**

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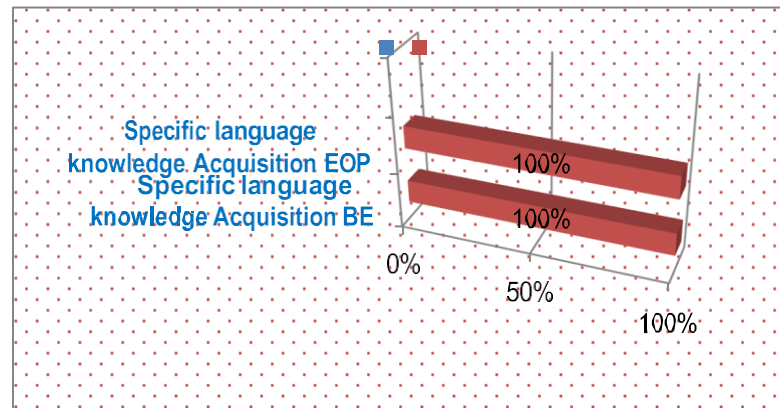
Figure 3. 25: Specific Language Knowledge Acquisition

Concerning the assessment of language acquisition, six (06) participants, from the **BE** responses, marked that learners acquire the necessary language. Moreover, they assess their learners' language acquisition through **questions, tests, and exams**. Meanwhile, one (01) informant has added that he assesses his learners through **tests, exams, and quizzes** as well.

Correspondingly, the **EOP** answers have also included positive replies, and construe this issue by noting the use of certain techniques (as cited below)

- Oral and Written duties.
- By Oral Presentations, Performances, or Written Assessments.

3.5.4.26 Communicative Capacities Development

After analysing the **BE** informants' responses, the seven (07) answers have denoted that not all the learners develop their communicative capacities and acquire specific language knowledge. One (01) participant has replied positively by saying that "**they do**". Here are all the feedbacks statements stated by the **BE** teachers.

- *Yes, they do (all the learners).*
- *Not all, but most of them.*
- *Not all. Even after the period of instruction, some students are incapable to communicate correctly in English.*

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- *Yes, some of them develop their communicative capacities, some do not.*

- *Not all the learners develop their communicative capacities.*

- *Not always, but some learners do develop their communicative capacities.*

- *Yes, some of them do.*

While the **EOP** responses comprised four (04) yes" for the **specific language acquisition,** but to promote the communicative capacities of the learners three (03) of them said **"Yes, they do; but Not all".** Without forgetting one (01) informant answered the trainees do not develop their communicative skills by saying "*No, one does".*

3.5.4 .27 Learners' Level after each Stage of Learning

This side of the investigation expounds a set of answers that are ironically expressed according to certain thoughts and opinions that have been previously mentioned. Consequently, all the informants' answers demonstrated that all the groups of teachers under study are satisfied with the learners' level after each level of learning repeating the following answers:

- ► *Yes, I am. I feel that most of learners succeed in improving their level by making a personal effort and enjoying what they do.*

- ► *Yes, I am. Some students succeed in improving their level by making a great effort and they enjoy what they do.*

- ► *Yes, I am. Because the majority succeed in improving their making personal effort*

Additionally, EOP informants have highlighted that learning satisfaction is related to gaining new educational knowledge (increasing the level of conceptual learning) and it is the effects of the educational efforts, know-how, materials/aids which have taken place during the learning sessions.

- ► *Yes, I am.*
- ► *Yes, I am, it is the impact of the processes which have taken place during the teaching and learning sessions participated by the students.*
- ► *Yes, I am, but we usually have some exceptions. (Level of some learners do not get ameliorated).*
- ► *No, as long as the group is not homogenous.*

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3.5.4.28 Suggestions for ESP Curriculum

We took a close look at the loaded answers; after all, we noticed that the community of the teachers under study have extracted some features of the **ESP** curriculum in finishing the research interview. It is quite important to add one **EOP** informant stepped aside from this point in the interview. We have preferred to write them as they were announced by (ESP teachers).

> ► *Specific tasks and focus on language in context,*
> ► *ESP curriculum needs to be related to the field of study and should respond to the learners' level, needs, and lacks.*
> ► *Specific tasks and focus on language in context*
> ► *Usage of learner's background knowledge (the course assumes that students have some knowledge of both English language and their future profession)*
> ► *Operational and communicative syllabus focus*
> ► *Learner-centeredness*
> ► *Specific tasks and focus on language in context;*

3.6 Class Observation Findings

The researcher has taken on and espoused this tool to collect relevant information and incur objective data by observing the participants and recording information that will be analysed at later stages. It is a participatory study for I have to establish a link with the learners who I am their English language trainer at SONATRACH learning institution and my students at the **GSE** i.e I have already been immersed in the same setting. Hence my fundamental aim was to avoid any type of mistake or error that could be resulted from other tools of investigation.

3.6.1 The Sampling Instructions

To start with the process of observation I asked them to make use of the following speaking tools:

> ✓ *a slower rate of speech*
> ✓ *simple sentences and instructions*
> ✓ *gradual complexity of input*
> ✓ *More basic vocabulary and meta-communicative means.*
> ✓ *Avoiding situations of silence*

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With definite interest, I communicated to my learners to monitor their oral errors, in addition, to avoiding using mother-tongue or French language in doing the learning tasks. It is quite necessary to note that there is no oral test on learning professional materials but I discussed the scores and explained the finding and difficulties that result in their speech and language use as well.

Without forgetting to highlight, observation is a method associated with certain ethical issues that need the consent of the subjects under study. For this reason, I employed sampling methods to gather records and classify the selected information appropriately.

3.6.2 Behaviour Sampling

I decided in advance to observe the learners' degree of motivation. (Open- observation). After this, I opted for the observation of the language they generally use while they do their tasks

3.6.3 Target-time Sampling

- -For the instructed observation method, I took notes, in the SONATRACH learning institution and the GSE, in different seminars and courses in a period that lasted from the the10th of November to the 13th of March, in both of the groups. The observation was conducted in an open-manner without any pre-determined schedule or checklists (deals mainly with the learners' motivation).

- -The second part started in the same institutions from the 20th November to the mid of March and it deals with a structured observation**.**

3.6.4 Structured observation

For this type of observation, I chose the time for observing and recording the participants in a pre-determined period. (it focuses on learners' TALK and English use) launching the following study from 20th November to the 10th March. However, during this instantaneous sampling, the moments of observation were decided beforehand and recorded at that moment.

The observational data include the informants' speech when they are doing their tasks, it does not deal with any specific speech act or language form. The main focus was laid on improving listening skills, oral practice and testing the already acquired knowledge (vocabulary & grammar). We (researcher) have monitored and observed the participants' conversations during pair and group

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work activities. i.e the language learning activity such as turn-taking in language class used by the learners to speak to each other and to the teacher, in addition, to ask questions in discussing tasks assignments. (as already mentioned, the researcher was supported by a checklist).

3.6.5 Control of the Participants' Observation (observation schedule)

The observation process was carried out in two different settings and conditions. The first one is SONATRACH Pedagogic Centre, exactly the foreign languages department. The classrooms are arranged into a U-shape, which allows the learners to hear each other and follow the flow of interaction and course with the teacher. This seating arrangement makes the learning atmosphere suitable to be used as language learning classrooms. The second setting deals with the first year licence in the Graduate School of Economy in oral expression sessions in normal classrooms arrangement.

3.6.6 Observation Materials (types of equipment)

3.6.6.1 Checklist

The researcher made a **checklist** tool and selected the circumstances for using the standardized process of observation. In the current research project, as previously mentioned, the researcher assumed the job of a participant-observer which enabled her to implement, pilot and fine-tune an observation schedule that would be used for the study in hand. Here are some learners' observed behaviours which are counted according to the number of times they are used (1-50 times).

- Use of MT in conversation with their colleagues
- Use of MT in conversation with their teacher
- Use of FL1 in conversation with their colleagues
- Use of FL1 in conversation with their teacher
- Use of FL2 in conversation with their colleagues
- Use of FL2 in conversation with their teacher

3.6.6.2 Device

We used a camcorder of GALAXY device, the quality of the videos and recorded material were good enough to review them later, re-observe and analyse the obtained data. The unnecessary recordings are separated and then eliminated. The main aim of the study, laid the observer to

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concentrate on collecting data and recording them, testing and modifying the checklist, moreover; piloting the tailor-made observation schedule.

Consequently, we have coded the learners' actions on the agreed scale by using a behaviour schedule. The coding includes numbers, letters and a range to measure behaviour intensity and describes its characteristics. So, the data that we received were structured and analytical.

❖ -The first part (languages used in performing learning tasks) of the observational data could have been done by filling in the check-lists (see appendix), and we added tables (1. 2. 3) and figures/ diagrams to create a kind of concreteness of the findings. Whereas,

❖ -The second part (learners' motivation) had to be studied and analysed outside the learning institution with the help of the recordings to hence the reliability of the analyses

3.6.7 Checklist Findings

Observed behaviour: while observing the learners doing their tasks, we noted the following actions/ behaviours:

A.

► Asked for the translation (to FL1 or MT) of the unknown words

► Referred to dictionaries for unknown and new words

► Used FL1 (French) in conversation with the teacher

► Used MT (Arabic dialect) in conversation with the teacher

► Used FL1/ MT (Arabic – French) in conversation with colleagues

► Used FL1/ MT (Arabic – French) in conversation with the teacher

B. During the session of observation, and after consulting the recordings I have noticed:

✓ *Few of the informants start speaking in English.*

✓ *Use language dictionaries and ask about the words they ignored.*

✓ *Anxiety, shyness and reluctance of some learners to participate or enter into communication.*

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✓ *Repetition and the inordinate reaction of certain participants to their colleagues' responses*

✓ *Speaking up (of a small group) sometimes entailed to noisy class.*

✓ *Silence blocks learners' interaction when indulging in certain situations such as failing to find suitable words and structure patterns to express their ideas.*

✓ *Frequent use of FL1 and MT languages*

✓ *A translation that leads to poor language competence in English and poor topic-related competence in certain situations*

✓ *Decline/ decrease use of MT and FL1 languages as compared to the first stages.*

✓ *Remarkable increase and improvement in FL2 (English use), (as compared to the beginning of the observation).*

3.6.8 Open Observation Findings

3.6.8.1 Observation of Learners' Motivation

The main arguments about ESP courses generate a high degree of learners' motivation since they are relevant to learners' interests as well as needs (e.g., Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987). To investigate **BE/ EOP** learners' motivation we have opted for this tool of investigation based on empirical study.

Unfortunately, the observation of the learners enrolled in **ESP** courses within the target population has shown that an interesting number of them are not really motivated and the analysis revealed a significant relationship between the learners' involvement or motivation and courses attendance by the learners.

Although the positive attitude towards **EOP** learners' awareness towards English acquisition, some of them stand indifferently demotivated this has a direct impact on their achievement. Yet, the **BE** learners give priority to the principal modules (maths-economy- accountant – statistics) rather than the English module that was generally considered just as a compulsory module.

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3.7 Conclusion

The questionnaires are made up of varied questions: closed, open-ended, and multiple-choice questions to serve correctly the main objectives to know the ESP learners' perceptions and attitudes towards English courses. This set of questions is selected with forethought to boost the informants to respond, explicate, justify and make comments. The teachers' interview is composed of questions as well as topics that will help the researcher to focus and explore the areas of inquiry in the teaching/ learning process. The researcher has employed the methods of confidentiality and anonymity so as to make the informant at a situation of ease while answering.

Finally, to investigate certain issues and phenomena at a close distance within various contextual variables the researcher would opt for class observation. All in all, section three of data collection made use of the questionnaires / interview and class observation which are considered as the most common and fruitful tools used in the scientific investigation. They were mainly included to increase the concept of the measure's consistency of data.

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4.1 Introduction

Chapter four analyses data gained from BE/EOP questionnaires and sets up a comparison between them. Further, it processes the **ESP** teachers 'interview feedback, quantitatively and qualitatively. This part of work also exposes the results of the observation method and how it could describe the phenomena exactly as they occur in the natural research environment and supported to offer new insight into ESP teaching practices. Finally, it attempts to present a list of recommendations that the researcher sees necessary to this research.

4.2 Research Measures

Within such results, the researcher wishes that the measurement tool employed within the investigation in hand measures the intended research concept quantifies the variables, and provides stable plus consistent responses. Our major aim is to attain credibility and reach internal and external validities.

- ► **The internal measure:** refers to how accurately the measures obtained from the research were quantifying what it was designed to measure.

- ► **The external measure:** assigns to how accurately the measures obtained from the study sample described the reference population from which the study sample was drawn. After this collection of showcases, we are going to continue the analysis with the comparison between the two simples.

4.3 Discussion of BE Learners Questionnaires

  4.3.1 Background Information

The sample includes students from license and first year master students. There are forty (40) first year Licence students, representing 80% from the totality of informants. As regards master

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students, the group is composed of ten (10) representing 20% from the total of the informants. Further to their specialty as regards the academic disciplines, they also have an English module which focuses on business English.

Behind the other disciplines, **GSE** students are taught French and English. What is striking is that; the informants evaluated their level in English between very good and weak. Given that, the economic sector is part and parcel of the global market, to respond to international business communication purposes, have to develop the necessary language skills.

4.3.2 Languages Use and English Learning

The results have marked down that the most used languages in **GSE** are Arabic and French. Arabic represents a percentage of **54**%, French **46**% whereas; the English language has not scored any positive answer **0**%.
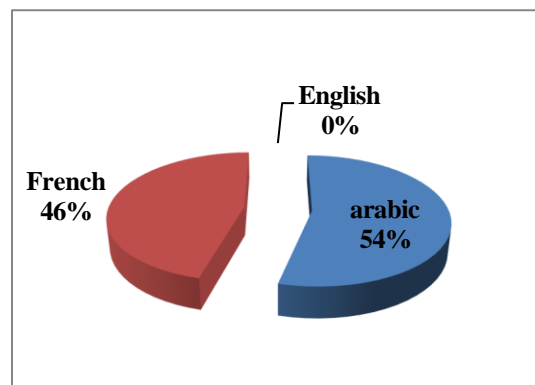
Figure 4.1: Languages Used in GSE

A closer observation at the findings reveals that the **BE** informant's responses that have picked out more than one reason for learning English (see table…P101) The findings show that **37** % of the informants believe that English is an obligatory subject in the curriculum, **32**% communicating effectively in the future job. Yet, **31** % of the applicants were for making research, whilst only **10** % said that because most available documents are published in English.

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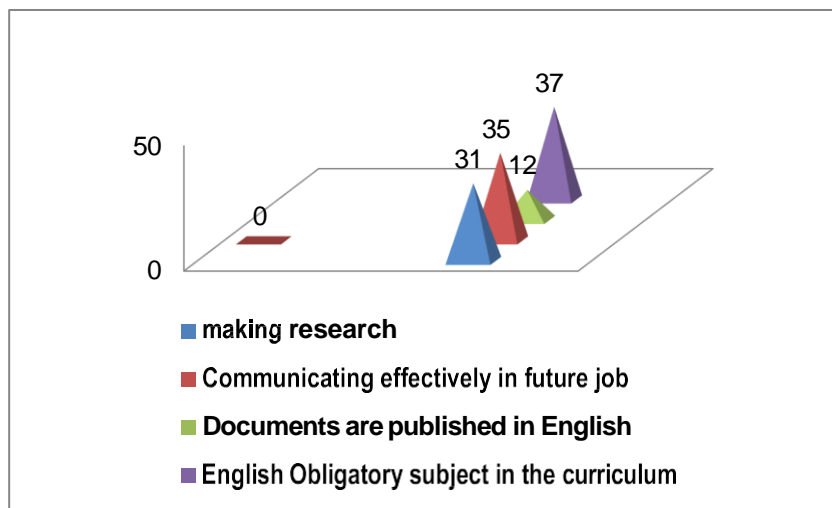
Figure 4. 2: Main Reasons for Learning English

The results have revealed that the participants were opted for two or more reasons to justify the principal causes that push them to learn English. Except for the reasons **making research,** and **because most available documents are published in English** are selected individually by two (02) informants for each reason.

Arguably the major causes of studying English are scientific studies and research, career prospects, and employment opportunities because People who can speak English fluently are highly sought after by many types of employment.

It should be stressed that the sample asks for further suggestions about the principal reasons that could motivate students to learn English, but none filled in this part.

In dealing with teaching/learning activities, the results obtained in this phase show that Forty-four (44) informants representing 29 % consider **listen and speak,** however, thirty (30) which means 20 % **watching videos and playing games.** For **practicing oral and written activities** thirty- one (31) represents 20 %. For the activity of **pair and group works** twenty-five (25) representing 16 %. The last proportion was devoted to **read and do the tasks was** selected by twenty-three (23) representing 15%.

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Additionally, the results have also revealed that, diverging views and responses have been identified, amongst the objective population, to find the best activities to learn English or more precisely ESP learning.

A: In the light of the above description, many learning activities are designed to present important information to students in an efficient way, but it is quite important to mention that the rest of the applicants have selected **two activities**, in short, twenty-one (21) selected **listen and speak, read and do the tasks.** Sixteen (16) were for **listening and speaking, practice oral and written activities**.

Since we could observe that the number of informants had concretely decreased, three (03) who have selected **listen and speak** besides **watching videos and games**. Two (02) informants have chosen **listen and speak** and **pair and group work**, the same number selected the activities **pair and group works** and **watching videos and games**. For the activities **reading and do the tasks** as well as **practice oral and written** one informant, the same as **watching videos and games** plus**, practice oral and written activities.**
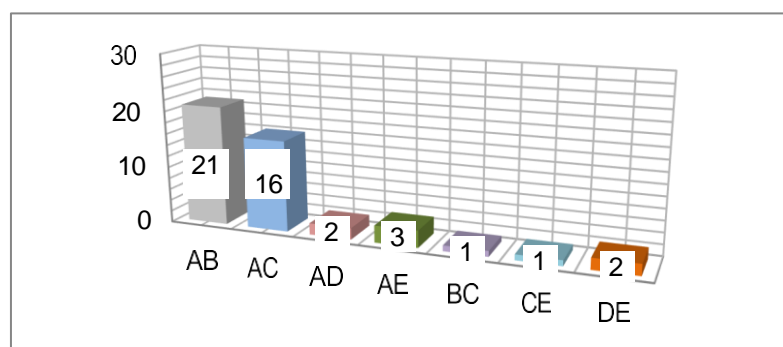
Figure 4.3: Selection of Two Activities in Learning English

B: The next stage of analysis attempts to display the statistic of the informants who have selected **three of the learning activities**. Therefore, six (06) informants have picked out (**listen and speak, practice (do oral and written activities**), and the same number for (**listen and speak, practice (do oral and written activities), watching videos and games).**

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Whereas, three (03) participants have chosen, (**listen and speak, read and do the tasks, watching videos and games), and** two of them have answered (**listen and speak, pair and group work,** in addition to **watching videos and games).** The weak score appears with only one answer for (**listen and speak, read and do the tasks, practice (do oral and written activities**) and also for (**listen and speak, read and do the tasks, pair and group work).**
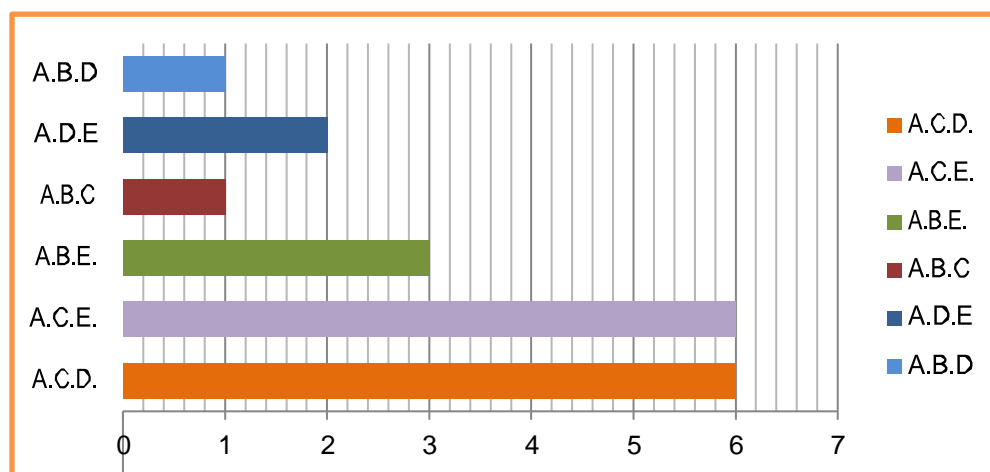
Figure 4.4: Selection of Three Activities

C: eventually, this phase presents the statistical study of the responses including **four and more activities** as advocated by the participants. The results obtained show exactly three informants who have picked out the activities (**listen and speak, read and do the tasks, practice (do oral and written activities, pair and group work).** Two (02) informants for (**listen and speak, read and do the tasks, practice (do oral and written activities), pair and group work),** with the same number of informants replied with (**listen and speak, practice (do oral and written activities), pair and group work, watching videos and games).**

To finish with this, one (01) informant has selected for his answer (**listen and speak, read and do the tasks, pair and group works, plus watching videos and games).** The last data clarifies that, four (04) participants have selected five activities and which refer to (**listen and speak, read and do the tasks, practice (do oral and written activities, pair and group work, watching videos and games).**

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The diverging participants feedbacks about the learning skills lead us (researcher) to classify the suggested activities as given by the findings. Obviously**, ESP** learners are constantly learning and being influenced by science and knowledge. Due to this, we have opted to classify these activities according to the participants' responses and in terms of importance (see table below).

Learning skills	Activities	Numbers	Percentages	Classification
-Listening	✓ Listen to native speakers.	46	14%	01
	✓ Watch films and videos.	29	09%	06
	✓ Practice of sounds.	06	02%	11
-Speaking	✓ and repeat.	29	09%	06
	✓ Interact with peers.	24	07%	07
	✓ Learn pronunciation.	32	10%	05
-Reading	✓ Reading passages.	39	12%	03
	✓ Understanding and spelling.	20	06%	09
	✓ Manipulate sounds in words.	11	03%	10
-Writing	✓ Making sentences.	41	12%	02
	✓ Combination of words and sentences.	23	07%	08
	✓ Using dictionaries.	33	10%	04

Table 4.1: Classification of the Learning Skills Activities

A deep investigation of the findings would identify the following: preliminary choice is listening skills, where the activity of **listening to native speakers** was highly marked down by forty-six

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(46) informants. As far as **watching films and videos** twenty-nine (29) retorts were registered, and only Six (06) informants answered **practice of sounds.** Additionally, speaking skill activities have obtained different scores, twenty-nine (29) informants confessed **listen and repeat,** twenty-four (24) **interacting with peers** and thirty-two (32) of them replied with **learning pronunciation.**

Yet, in processing reading skill activities feedbacks, **reading passages** reached a total of thirty-nine (39) scores. Whereas **understanding and spelling got** twenty (20) answers, followed by Eleven (11) responses for **manipulating sounds in words.**

As advocated by the applicants the writing activities scores marked forty-one (41) answers for **making sentences,** Whereas**,** twenty-three (23) informants selected the activity of **combination of words and sentences.** Lastly, twenty-two (22) of them were for **using dictionaries**.

As we know grammar represents one amongst the most essential subjects in language learning or training. Going over this point, it is pivotal to conclude that learners tend to learn grammar more accurately and faster through explicit instruction, and when they are exposed to authentic teaching materials. The informants are aware that Grammar is the basis of the English language. It is not acquired naturally, but by learning and it needs to be instructed, for the reason that **92%** of answers do agree with the study of English grammar is fundamental to speak fluently.

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Sentences	Agree	Undecided	Disagree
The study of English grammar is important in order to speak fluently.	▪ 92%	▪ 8%	▪ 0%
Teaching Grammar should be integrated with other skills	▪ 68%	▪ 32%	▪ 0%
Learning grammar through repeated practice helps learners to use structures correctly.	▪ 80%	▪ 20%	▪ 0%
The principal role of the teachers in teaching grammar is to explain rules.	▪ 36%	▪ 54%	▪ 10%
Grammar learning is more effective when learners work out the rules by themselves.	▪ 78%	▪ 22%	▪ 0%

Table 4. 2: Learning Grammar

To discuss how should grammar be taught in **BE** context, largest percentage of **80%** of the responses are for Learning grammar through repeated practice helps learners to use structures correctly. The results have also revealed that language practitioners should use different approaches for teaching grammar keeping learner variables in priority, consequently, **78%** of the informants have selected Grammar learning is more effective when learners work out the rules by themselves.

As regard the vocabulary learning, the cognitive and pedagogic activities that contribute and which improve learners' ability to process information more deeply. It transfers and applies knowledge to new situations, and help to enhanced and better-retained learning.

The table below give global as well as detailed ideas about how the respondents selected the learning vocabulary activities. Only one **(01)** applicant has answered the multi-select question by adopting all of the suggestions, which included (**memorization, words in isolation, context and meaning,** and **fun and games**)

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Strategies of vocabulary learning	Memorization	Words in isolation	context and meaning	fun and games
Total	• 21	• 15	• 21	• 6
Percentage	• 33%	• 24%	• 33%	• 10%

Table 4.3: Learning Vocabulary Activities Selection

In general, English learning activities utilize some basic theories on vocabulary 'learning, such as lexical knowledge, lexical information processing, memory, etc. We have to infuse these strategies to recognize the most practical and meaningful strategies employed by students to learn vocabulary. *Only when vocabulary acquisition reaches a certain level can the practical application of language abilities such as listening, speaking, reading, and writing be realized (Huang, Deshpande, Yeo, et al., 2016).*

As far as the use of course books in the English courses is concerned, and how the respondents find these documents • Interesting • Not interesting • Irrelevant • Boring, **100%** of the informants confessed that they do not use course books.
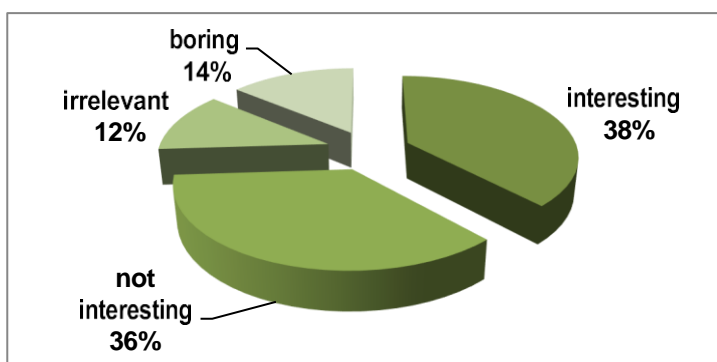
Figure 4.5: The Evaluation of GSE English Documents

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In the light of the above clarifications, it could be seen that the multiple provided templates tend to answer for documentation requirements and their evaluation. The processed data showed that **38 %** of the applicants see the documents they used interesting, **36 %** not interesting, **12 %** irrelevant, and **14 %** as boring.

As matter of fact, to teach English for Foreign Language classrooms, Course books are not only materials that have been professionally produced and edited, but they would make end to the learners' limitations since they provide language input for them in the logical organization of content. **64%** of informants' responses emphasize the impossibility of learning English without course books or teachers. **EFL** teachers help students learn, in addition, to improve their English. Most importantly, Teacher's coach and mentor their students; moreover, they can help them shape their academic goals.

To continue with this part of study, **36 %** of the applicants express the possibility of improving their English without course books or attending courses. Their main evidence is learning via the internet.

It is clear that internet can be an interesting tool for English learners, besides a great motivator, for it offers access to multitude learning material. Therefore, students who are exploring online can find a wide array of information, reading English in different contexts, interact with native speakers, and even write their comments and questions.

4.4 Discussion of EOP Learners Questionnaires

4.4.1 Background Information

Concerning the background information, we can note that the responses show that forty (40) representing 100% of the informants have a university diploma. They occupy different positions in different fields. It is quite important to mention that the volume of hours has changed as a result of the LMD reform.

Yet, Learning English starts from middle school with the same curricula, syllabus and timing, except for those who did fundamental school. At variance with high school, the program and timing are connected to the stream of study: Experimental sciences have three hours a week, literature and philosophy four hours a week, and foreign languages five hours a week.

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Additionally, the responses about learning English at the university have shown that the period of learning varies from one informant to another.

4.4.2 English use and Training Courses

It is important to highlight that a much-reduced number of informants mentioned that they use English or Arabic besides French at work. The analysis highlights that French is the most spoken language in the SONATRACH Company, as it could be seen below in figure (4.6.) below.
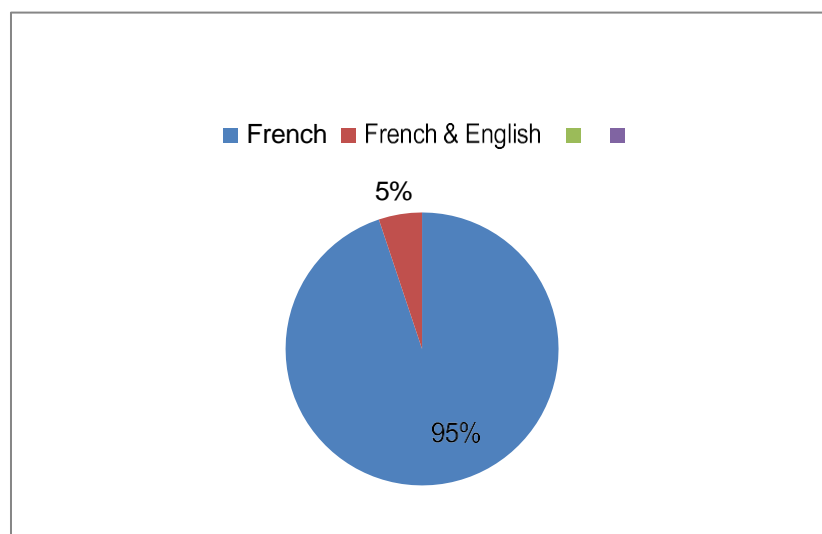
Figure 4.6:   Most Spoken Languages

As compared to the other languages, French is the first spoken language in the company. However, the informants evaluated their English level between good and average, except for two participants who said that they are weak and very weak.

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English Evaluation	Percentages
• Average	• 55%
• Good	• 41%
• Week	• 2%
• Very week	• 2%
• Very good	• 0%

Table 4.4: Evaluation of English Level

It is really interesting to say that most of informants do not select only one reason to justify their subscription for English training courses. Their responses have balanced between two or three, except for a reduced number of participants who do reply with one reason only. According to EOP participants the main reasons for attending English training are :

❖ *Communicating effectively with partners.*
❖ *Attending meetings.*
❖ *Writing reports and emails.*

The sample tackles another important point in ESP learning where the informants admit the impossibility of learning English by enhancing only one activity, their responses combine between the activities mentioned in the layout of the questionnaire (See table above).

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Informants Number	Activities
- **12**	1. Listen and speak / 3. Practice (do oral and written activities) / 4. Pair and group work.
- **8**	3. Practice (do oral and written activities) / 4. Pair and group work.
- **3**	1.Listen and speak / 3. Practice (do oral and written activities)
- **3**	1.Listen and speak / 2. Read and do the tasks (exercises) / 3.Practice (do oral and written activities)
- **3**	2.Read and do the tasks (exercises) / 3. Practice (do oral and written activities) / 4.Pair and group works
- **3**	1.Listen and speak / 2. Read and do the tasks (exercises) / 3.Practice (do oral and written activities) / 4.Pair and group works / 5.Watching videos and games
- **2**	3. Practice (do oral and written activities) / 4.Pair and group work.
- **2**	1.Listen and speak / 2.Read and do the tasks (exercises) / 3.Practice (do oral and written activities) / 4.Pair and group works
- **1**	2.Read and do the (exercises) / 4.Pair and group work./ 5.Watching videos and games
- **1**	2. Read and do the tasks (exercises) / 3.Practice (do oral and written activities) / 4.Pair and group work. / 5.Watching videos and games.
- **1**	1. Listen and speak / 3.Practice (do oral and written activities) / 5.Watching videos and games.
- **1**	1. Listen and speak / 4.Pair and group work. / 5.Watching videos and games.
- **1**	1. Listen and speak / 4.Pair and group work. / 5.Watching videos and games
- **1**	2. Read and do the tasks (exercises) / 4.Pair and group work.
- **1**	4. Pair and group work / 5.Watching videos and games.

Table 4.5: Learning Activities Classification

It is prominent that learning activities help the learner to grasp the content in addition to facility ate language understanding and use. So, most of the participants need to develop their

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communicative ability by expressing their deep interest for learning and using English fluently and accurately.

Generally, Learners aim to level up their **listening plus reading skills**, in addition to foster their abilities in **speaking and writing**. So, working in pairs or groups, watching videos, and playing games have obtained very modest scores. It is quite important to assess the delivered activities and how they could be improved, to see how the activities are being received by the participants. To a certain extent, Evaluation is important because it helps out in planning courses and the implementation of syllabuses.

Dealing with course books' assessment, it was observed that most of the population under study determine absence of compatibility between what they are learning, their profiles, and fields of works. A clear discrepancy among the informants' responses emerged and showed that only ten (10) subjects assess textbooks as interesting, whereas thirteen (13) find the

course books irrelevant.
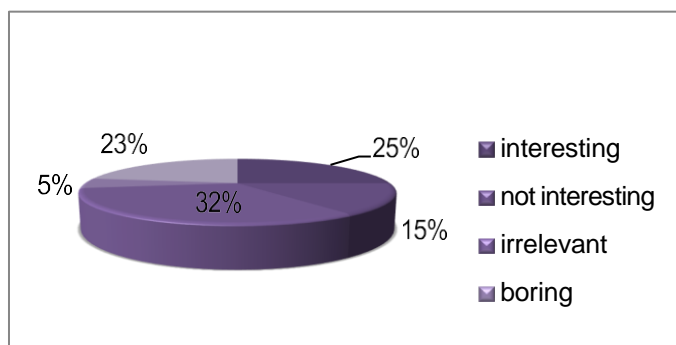
Figure 4.7: Course Books Assessment

The low percentage was noted by those who find textbooks not interesting and their number is (06), and (02) for boring. Nine (09) informants replied that they do not use textbooks. So, we could conclude that the variation of points of view affords these dissimilar results. To develop the learning skills the informants' answers were indicated in table…P118, whereas the table below exposes the selection besides the gradual classifications of the learning skills.

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Learning skills	Activities	Numbers	Percentages	Classification
Listening	- Listen to native speakers.	• 35	• 16%	• 1
	- Watch films and videos.	• 8	• 4%	• 9
	- practice of sounds.	• 5	• 2%	• 10
Speaking	- Listen and repeat.	• 19	• 9%	• 6
	- interact with peers.	• 22	• 10%	• 4
	- learn pronunciation.	• 25	• 12%	• 3
Reading	- Reading passages.	• 28	• 13%	• 2
	- understanding and spelling.	• 17	• 8%	• 7
	- manipulate sounds in words.	• 5	• 2%	• 10
Writing	- Making sentences.	• 17	• 8%	• 7
	- Combination of words and sentences.	• 21	• 10%	• 5
	- using dictionaries.	• 14	• 6%	• 8

Table 4.6: Learning Skills Gradual Classifications

The majority of informants' answers consider **listening to native speakers**, the method to improve the learning skills; followed by 28 who chose **reading passages** activity in the second position. **Learning pronunciation, interacting with peers** plus **listen and repeat** occupy neighbouring positions but writing skill is considered the least appropriate. The other activities do not seem to serve the informants to develop their learning process; the seventh method is **understanding and spelling** in reading skills, and the same position with the same ratio was found with **making sentences** in writing.

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Furthermore, Position eight is **using dictionaries** in writing, followed by Method nine that is **watching films and videos** to develop the listening ability, and **practicing sounds** with the same learning skill. Finally, **manipulating sounds in words with**in reading and **practice of sounds** in listening have obtained very modest scores and are classified in the tenth position

Grammar is the backbone of any language, because it ensures clarity, understanding and make writing sound professional. **Grammar learning results showed that 36 informants agreed that grammar is important to speak fluently** and (05) informants disagreed with; **grammar learning is more effective when learners work out the rules by themselves.**

Sentence 01: Grammar is important in order to speak fluently.

Agree 36 - 32 %	Undecided 01 – 02 %	Disagree 03 – 08 %

*Sentence 02***:** Teaching Grammar should be integrated with other skills.

Agree 29 - 25 %	Undecided 08 – 20 %	Disagree 03 – 06 %

*Sentence 03***:** Learning grammar through repeated practice helps learners to use structures correctly.

Agree 21 - 24 %	Undecided 02 – 04 %	Disagree 14 - 36 %

*Sentence 04***:** The principal role of the teachers in teaching grammar is to explain rules.

Agree 18 - 20 %	Undecided 09 - 23 %	Disagree 11 - 24 %

*Sentence 05***:** Grammar learning is more effective when learners work out the rules by themselves.

Agree 04 - 05 %	Undecided 05 - 13 %	Disagree 20 - 64 %

Table 4.7: Learning Grammar Findings Processing

Another critical point in the survey is Grammar teaching, especially in ESP, and which is becoming a challenge for English Language teachers. Learning grammar structures is the basis of the development of all the other skills (comprehension, listening, speaking, reading, writing in addition to spelling and pronunciation).

As matter-of-fact teachers are responsible to use authentic writing situations and provide learners with multiple exposures to a variety of grammatical situations. Moreover; they need to employ

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engaging and relevant writing situations to involve students in grammatical exercises. Finally, encourage students to read a variety of writing situations, in addition to utilize and exploit the power of digital tools for practice and review.

The penultimate question is Vocabulary acquisition. It needs to be taught on a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching and for which learners; moreover, what approach or strategy will be used to them.
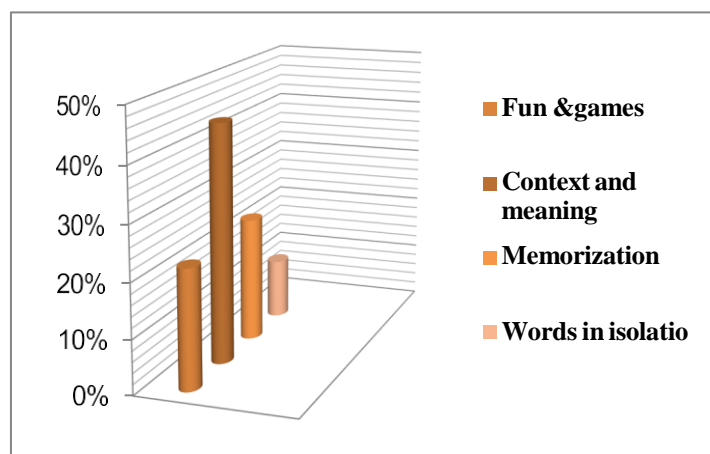
Figure 4.8: Learning Vocabulary Strategies

ESP teachers should be opted for different strategies about teaching vocabulary in this sphere. Purposefully, EOP trainers need to master lexis learning strategies and how to use **them** appropriately. It was discovered that more than the average of the subjects has selected the method of **learning vocabulary in their context and meaning**, followed by **memorization** then**, fun and games**. The informants are not really in favour of **learning words in isolation** since it was scored only by a percentage of 11%.

 To continue with the analysis, it is extremely significant to note that when we dealt with **the necessity of teachers and text books in English learning**, the initial idea exposed the technology integration, i.e., introducing technology in language learning functions like click-to define vocabulary, sentences structures, loading texts, etc. It merely satisfies both the visual and auditory senses of the learners.

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Additionally, surfing on the internet could be a means of education, in addition to browsing through free or paid online English learning websites. Thousands of resources and activities created by the world's English experts and are available for native as well as non-native speakers.

Building successful relationships with co-workers and colleagues can be challenging. However, communicate in English with colleagues including managers, developing business communication, is experiential of understanding and being understood broadly in speaking directly or by sending emails.

Differently from the first group**'s** attitude, the second one (**BE**) conceiv**es** that textbooks and teachers are of great significance and value in EFL. 48% of the informants believe that they cannot improve their English without course-books and teachers due to the following reasons:

No one can deny that learners require course books to guide them towards the hard process of learning. A course book reinforces the teacher's work and offers material for further learning and revision. To an extent, every course is difficult, because it involves understanding new concepts; knowledge, moreover learning new skills. There is always a teacher, he often uses a variety of methods to explain new concepts and transmits knowledge. He supervises guides and helps students with their work. Furthermore, he evaluates his students and assesses their work.

Interacting with natives is an important issue that gives insight into people and their culture. So, talking to natives offer the learner the chance to gain knowledge, learn new words or even ask for assistance when it is necessary. Yet, being in touch with native communicators contributes to the comprehension of some concepts that may be different from someone's mother language and culture.

Practicing oral and written activities by including flashcards, PowerPoint presentations, and games that can be present in the lesson, and help students increase their speaking ability with interesting, educational, and fun activities.

4.5 Comparison between BE and EOP Findings

The investigation has employed the questionnaires method but it has not captured the full range of BE and EOP learners. This study wields fifty (50) GSE university students, ten of them are

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master students and forty license, in addition to forty (40) SONATRACH (EOP learners) were interviewed.

Given the different status of English in Camp (06) of SONATRACH Company and GSE, it can be exerted to compare between teaching English in BE and EOP contexts. The research attempts to establish this comparison and identify the differences and similarities, in teaching English, existing in both settings.

It is extremely crucial to mention that, some modifications were done to the two samples *reasons for learning English*, due to the differences existing within the settings, moreover the distinction in the background of the objective population. Hence, The researcher has to compel these alternatives/ changes to each questionnaire, to be logically adapted to the given circumstances and conform to the existent mainstream of the two types of participants

4.5.1 Job and Educational Background

It is pivotal to highlight that the derived information from the analysis and the interpretation of the research outcomes has concretely contributed to building up this comparison. Beforehand, EOP interviewees revealed that their degrees comprise thirty (30) engineers, seven (07) licensed, and three (03) post-graduated and they are all enrolled in English training courses. (for more details see graphs below) .
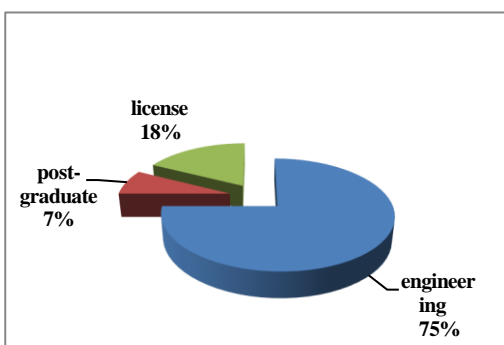
Figure 4.9 a: EOP Informants Background   **Figure 4.9 b: B E Informants Background**
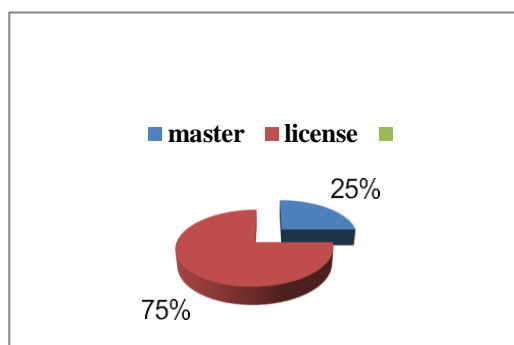
Furthermore, they occupy different jobs and perform many functions in (Camp 06) located in SONATRACH the hydrocarbons (oil and gas) company (See Table 4.1, p. 106). Their educational background is more varied than the GSE learners. Since, their secondary school streams include

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participants from experimental sciences, literature, and philosophy plus foreign languages backgrounds.

On the contrary, the BE interviewees represent forty (40) first-year license and ten (10) second-year master students and they are still carrying on their studies at the GSE of Oran. Their high school streams of study comprise experimental sciences in addition to economy and management.

The next graphs highlight the exact numbers of the different streams of study.
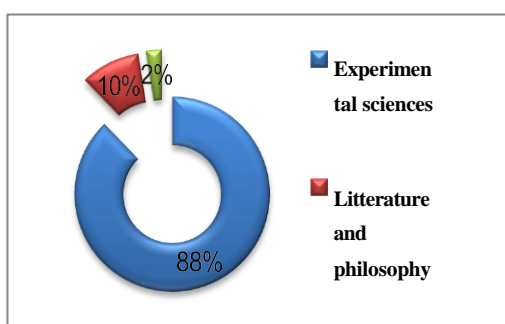
Figure 4.10. a: EOP Streams of Education
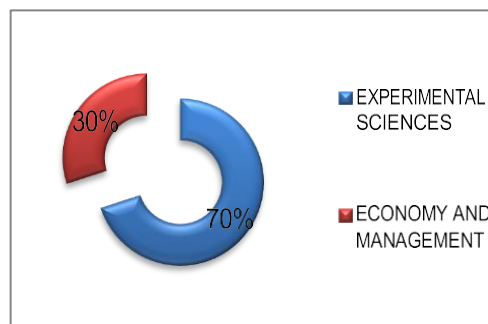
Figure 4.10 b: B E Streams of Education

However, the BE participants studied experimental sciences as well as economy and management in secondary school. The highest number is attained by experimental sciences representing seventy per cent (70%). Yet, thirty per cent (30%) was for economy and management. As confessed by the EOP informants, the experimental sciences constitute also the highest score by eighty-eight per cent 88 % from the total number of the participants. Then, it was followed by literature and philosophy, after foreign languages representing ten per cent (10) and two per cent (02%).

4.6 The Different Periods of Learning English

Both B E and EOP informants have started their English studies from middle school with the same curricula, syllabi as well as timing. At variance with high school, the programs and timing are directly linked to the stream of study.

Equally, at the high school education, all the curricula and syllabi are designed by the Ministry of Education according to each stream. Yet, experimental sciences have three hours a week just as the economy and management stream. Moreover, they study English with the same syllabus and

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program. However, the literature and philosophy students get courses for four hours and foreign languages five hours a week, with a specific curriculum and syllabus for each stream.

Although in the two different contexts (**B E-EOP**), English is taught as a compulsory subject, the GSE curricula and timing are implemented by the Ministry of Higher Education. On the average, full-time degree courses require **between 1:30 and 3 hours** attendance per week for license students, but 1:30 hour for master students. Therefore, the EOP responses revealed that the syllabuses and timing of learning English at the university vary from one informant to another (see p108). English module is not taught with accurate and precise syllabuses and timing. Nevertheless, the English training courses attendance is compulsory one day a week, and they last six hours. Each training level has to endure 120 hours.

4.7 The English Levels of the Participants

Close observation of the **GSE** findings of the **BE** responses has demonstrated that their English levels are distinguishable. **Good** has marked the highest score by twenty-one (21) applicants followed by the **average** level with eighteen (18). The low scores were for **Weak** and **very weak** levels, they are almost the same because the first one was selected by six (06) informants and the second one by five (05). However, very good was not picked out at all.

In the meantime, the EOP English level as confessed by the participants balanced between **good** and **average** too. The former has scored sixteen (16), whereas, the latter has gained a high score representing twenty-two (22) informants.

Additionally, a single informant (01) has evaluated his level as **weak** and another one (01) as **very weak**. Alike the BE, the EOP responses have marked no response for the case of **very good**.

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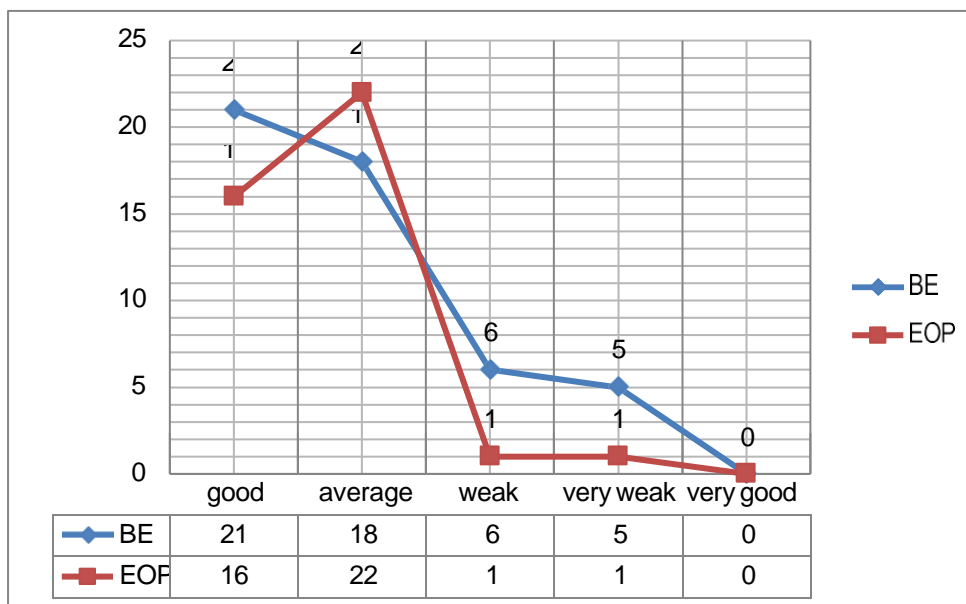
Figure 4.11: The English Level of BE and EOP Informants

Consequently, in analysing the EOP and BE samples, the findings revealed that their English levels have been stabilized between good and average, whilst very good did not mark any score representing zero per cent (0%) for both the BE and EOP applicants. despite weak and very weak have achieved very low scores, they were higher at the BE scale rather than the EOP one, as shown by the above graphs.

4.8 The Most Spoken Languages

The samples exploration has shown that the most spoken languages in the two settings differ totally. On one hand, the GSE informants have answered that the Arabic language is the most used rather than the others. The French language has been secondly selected, whereas, the English language was not chosen by all the BE informants.

On the other hand, the analyses of the EOP outcomes have demonstrated that French is the most spoken language in the company. However, two (02) respondents have confessed English and only one (01) has said Arabic and French languages.

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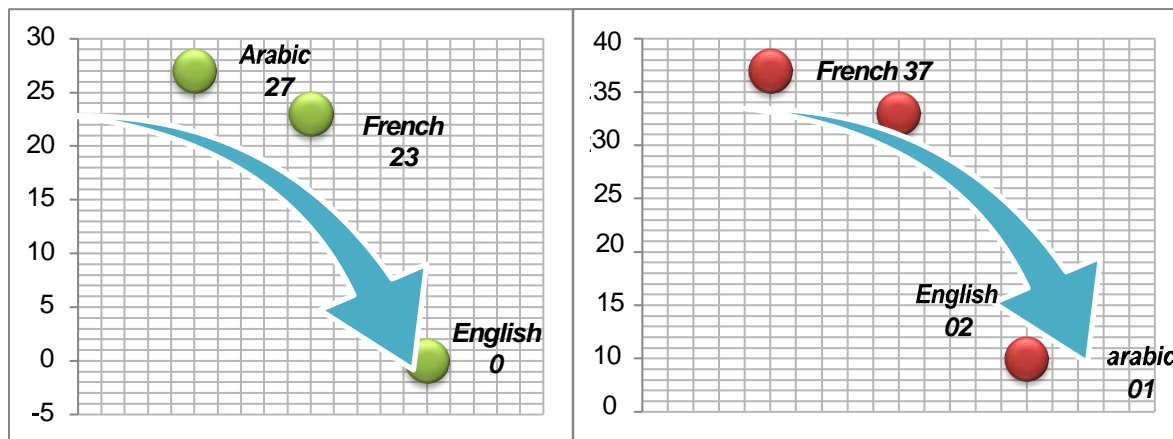
Figure 4.12.a: The BE most Spoken Languages   **Figure 4.12.b: The EOP most Spoken Languages**

According to the EOP informants, French is the first most useful language in their company (SONATRACH), it is selected as a major language of communication. Nevertheless, the BE responses revealed that French is secondly used in the GSE whereas the Arabic language is the most used. All in all, the English language is less employed in the two settings.

4.9 The Main Reasons for Learning English

Concerning the main reasons for learning English, the following explication might shed the light on the responses of both the BE and EOP participants. In reality, it is quite important to highlight that both of the groups under study have opted for the selection of specific reason for learning English.

Purposefully, a tableau is used for exposing the accurate data and the exact number of the informants. Moreover, it contains the reasons that have motivated them to learn English. Hence the researcher has perceived that the comparison at this stage needs a visual representation to organize all the necessary information by showing patterns of classification and relationships before reporting the findings.

BE findings have revealed that, except for the reasons **making research,** and **because most available documents are published in English** that are selected individually and by two (**02**)

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informants for each reason. Simultaneously, (EOP) participants' responses have also communicated that learning English could not be achieved for a single reason. For this, twenty-nine (**29**) Informants have picked out two or more reasons that push them to subscribe for English training courses, except for eleven (**11**) informants who have selected individual reasons.

 A depiction is aiming at both recording and communicating the EOP and BE findings. A data table is designed to prepend the principal causes for learning English in both contexts. The following tableau acts for a visual grouping of information, to show a clear delineation where the preceding texts may not.

Responses	Informants Numbers	Main Reasons for Learning English
BE Responses	One (01)	❖ Making research. ❖ Communicating effectively in your future job. ❖ Because most available documents are published in English.
	One (01)	❖ Making research. ❖ It's an obligatory course in the curriculum.
	Two (02)	❖ Making research. ❖ Communicating effectively in your future job.
	Two (02)	❖ Because most available documents are published in English. ❖ It's an obligatory course in the curriculum.
	Four (04)	❖ Making research. ❖ Because most available documents are published in English.
	Ten (10)	❖ Communicating effectively in your future job. ❖ Because most available documents are published in English.
	Twelve (12)	❖ Communicating effectively in your future job. ❖ Because most available documents are published in English.
	Fourteen (14)	❖ Making research. ❖ Communicating effectively in your future job. ❖ It's an obligatory course in the curriculum.
EOP Responses	Fourteen (14):	❖ Communicating effectively with partners. ❖ Attending meetings. ❖ Writing reports and emails.
	Nine (09) :	❖ Communicating effectively with partners. ❖ Attending meetings.
	Two (02):	❖ Communicating effectively with partners. ❖ Writing reports and emails.
	Two (02):	❖ Attending meetings. ❖ Writing reports and emails.

Table 4.7: EOP and BE Reasons for Learning the English Language.

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Thanks to the above table the results of the two samples have been more comprehensible. It is important to stress that the BE participants' responses indicate clearly a more varied and multiple set of answers than the EOP ones.

4.10 Best activities in English Learning
What can be seen at the scales, eleven (11) informants have made single choices. Seven (07) of them answered communicating effectively with partners. Two (02) informants have picked out attending meeting, and four (04) writing reports and emails.

Nevertheless, the choices of the BE responses have been limited to the reasons: making research, and because most available documents are published in English that are selected individually and by two (02) informants for each reason.

Comparing the similarities and the contrasts for the learning activities as set out by the analyses have determined that, though, EOP participants have ticked different answers simultaneously, as displayed by table 5, the selection of the activities is not interplayed and equivalent with BE responses.

Even though the majority of BE informants have also picked up more than one activity for each answer, two (02) informants have made one choice by grouping all the activities in their answers. As opposed to four (04) informants who have selected the entirety activities that had been proposed by the sample:

The comparison between the two samples results has witnessed a division encircling the exploration of this part. In short, the investigation passed through stages: beforehand, the part devoted to the use of two activities and which has communicated clearly that there are great differences between the two groups under study**.**

- **The Selection of Two Activities**

So, BE informants exposed a large and dissimilar variation of choices more than the EOP ones, apart from the activities (A.C), **listen and speak, practice oral and written activities,** that exist within the two groups responses, and they have scored Sixteen (16) for BE and three (03) for EOP learners.

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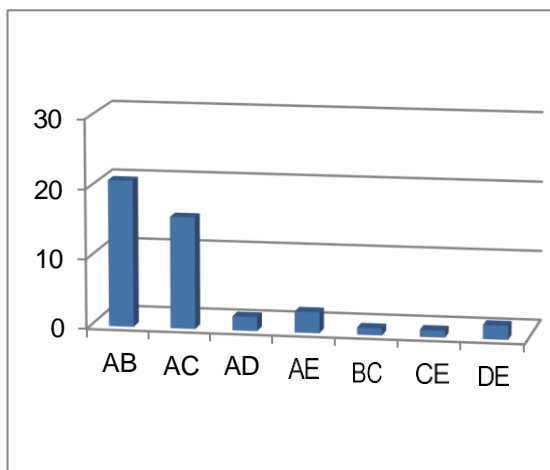
Figure 4.13.a: BE Activities Selection **Figure 4.13.b: EOP Activities Selection**
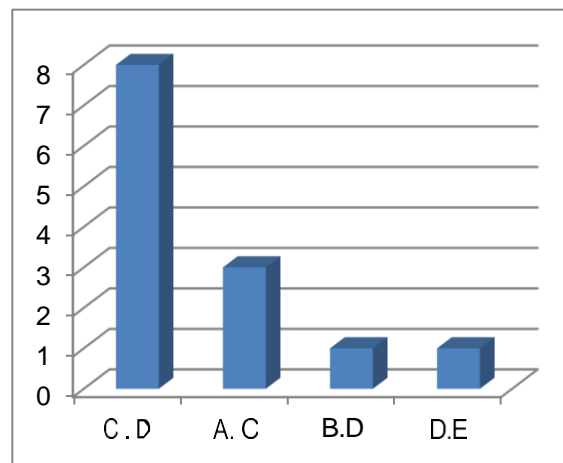
Hence the Bar diagrams show that the number of the activities employed by the EOP applicants is reduced and less variant than the BE responses, except for (A.C) activities as is explained before. Furthermore, the BE responses have included seven choices, whereas for the EOP, as it could be noticed, only four.

- **The Selection of Three Activities**

Secondly, to scrutinize the similarities among the two groups of the population under study, the selection of three learning activities appeared as such, the activities (**ABC)- (ACE)-(ADE)** are selected by both of them.
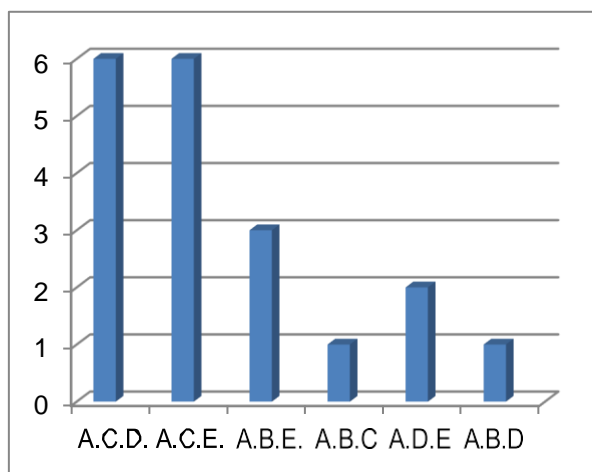
Figure 4.14.a: BE Learners Responses **Figure 4.14.b: EOP Learners Responses**
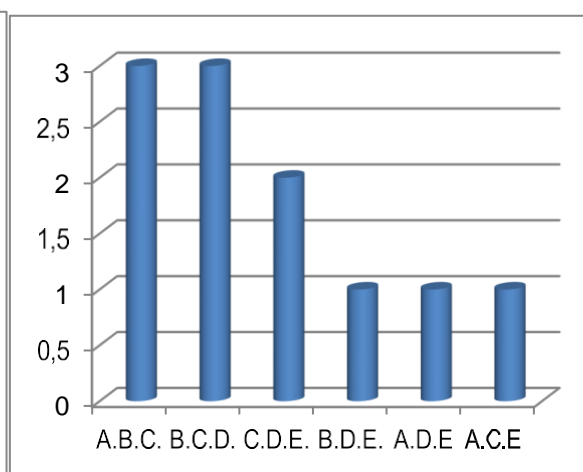
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On the contrary, the number of informants varies from one group to the other. Firstly, for BE the answers highlight that one (01) informant has picked out **(ABC)** which stands for **(listen and speak, read and do the tasks, pair and group work),** however, for EOP (03) respondents have selected these activities. So, the number of the EOP informants is higher than those of BE in selecting (ABC) activities.

Moreover, the diagrams have also demonstrated that **(ACE)** activities (**listen and speak, practice (do oral and written activities, and watching videos and games**) emerged in both of the samples**.** Six (06) responses have been chosen in the BE finding, which means that the score is higher than the **EOP** that scored just one (01) response.

Additionally, the activities (**ADE**) (**listen and speak, pair and group work, and watching videos and games**) have been picked up by two (02) informants in BE, whereas, one (01) informant has made use of (ADE) in EOP sample. The outcomes lead to understanding that, the EOP answers are slightly less, by one (01) informant than the BE results that have got two (02).

- **The Selection of Four Activities**

Therefore, the **BE** participants have employed the activities **(A.B.C.D) (Listen and speak, read and do the tasks, Practice (do oral and written activities) and Pair and group work**), in addition to **(B.C.D.E) (Read and do the tasks, Practice (do oral and written activities), Pair and group work, and Watching videos and games).** (look Figure 4.15/P.165)
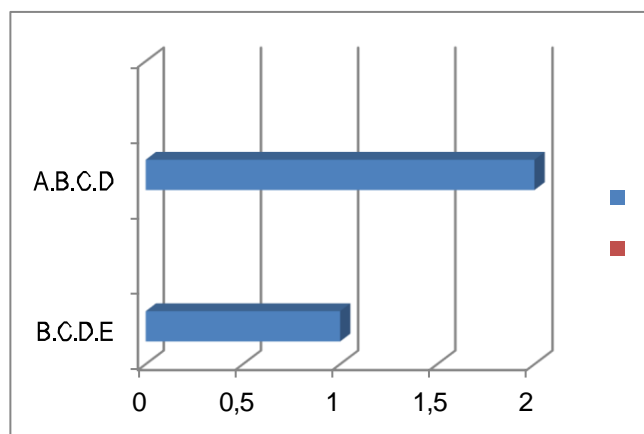
Figure 4.15. a: BE Selection of Four Activities

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Alternatively, the EOP informants have selected the activities **(A.B.C.E)** **(Listen and speak, read and do the tasks (exercises), Practice (do oral and written activities);** as well as **(pair and group work).** Therefore the difference is clear enough in the kind of activities between the two groups under study, but the number of the chosen activities is respectfully the same. (See Figure 4.15, p. 165)
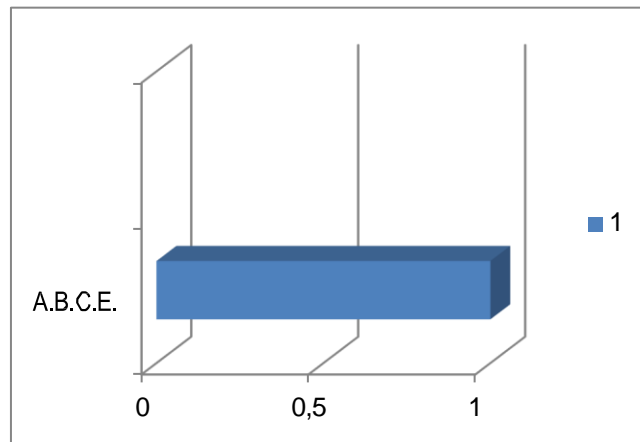
Figure4.15. b: EOP Selection of Four Activities

 In a nutshell, the comparison of the four activities selection has led to a small similarity and certain differences between the BE and EOP outcomes. Thus, the similarity is identified at the selection of four (04) activities. But it should be noted that only one informant from EOP has chosen four activities, nevertheless, the total number of the EAP informants is two (02), i.e. the number of EOP participants who have selected four activities is smaller than the BE ones.

- **The Selection of five Activities**

The data communicate that, four (04) participants, from **BE** learners, have selected five activities and which refer to (**listen and speak, read and do the tasks, practice (do oral and written activities, pair and group work, watching videos and games).** Unlike the BE, two (02) informants from the EOP have picked out the five activities **(A.B.C.D.E)** as demonstrated in the graph below.

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Figure 4.16: The Selection of five Activities

It is clear enough from the above demonstrations through the text and the bar graph that the BE applicants have used the five activities suggested by the sample, and the EOP informant has done likewise. Nevertheless, the dissimilarity persists in the number of the participants, as seen in the Table 4.7, p. 161

4.11 Course Books Evaluation

Course books are also known as instruction materials that a teacher may use in different situations to help achieve desired learning objectives. This item has a major role to play in

the research at hand, for this reason; we have dared to employ two strategies in comparing the findings at this level.

In comparing between the objective populations, we have searched for the **average of the** BE and the EOP informants' responses. **The average** is the arithmetic mean and is calculated by adding a group of numbers and then dividing by the count of those numbers.

$$\text{Average calculator, mean average} = \frac{\square\square\square\ \square\square\ \square\square\square\ \square\square\square\square\square\square}{\square\square\square\square\square\square\ \square\square\ \square\square\square\square\square\square}$$

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Course books evaluation	BE Informants	EOP Informants
Interesting	19	10
not interesting	18	06
Irrelevant	06	13
Boring	07	02
Total	50	31
Average	12.5	7.75

Table 4.9: The Comparison of the Course books Evaluations

   To deeply compare the BE and EOP answers in evaluating their learning documents, it could be easily perceived from the data displayed in table…p, that the BE informants' answers have reached twelve point five (12.5). So, it could be stated that the BE informants have achieved the mean since the total number of the participants is fifty (50).

It is noteworthy, to keep in mind that the BE participants at the GSE do not use course books in the English courses, but documents prepared and used by their teacher. i.e. The number of the participants who have contributed to the evaluation of the instructional documents has achieved the average,

Yet, the results that have flown from the interpretation of the EOP results highlighted that the applicants' assessment is below the mean. Because an important proportion of twenty-three percent (23%) from the sum of the EOP participants have not given the answer to assess the learning documents used during the English training courses, i.e., The course books are evaluated by a reduced number, which means, the sum of the informants has not attained the average. The mean for the EOP responses has been recorded at 7.75 from all the answers and which is forty (40).

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The second strategy conjures up the numerical statistics study to gather the amount of information about the BE and EOP answers for the teaching/ learning documents into easy-to-understand formats. Furthermore, to communicate clearly and effectively the important percentages about each assessment, the next pie charts are drawn for displaying numerical data for both of the groups.

Nevertheless, **BE** responses percentages have advocated, as drawn in the above graph: thirty-eight per cent 38% for <u>interesting</u>, thirty-six per cent 36% answers for <u>not interesting</u>, fourteen per cent 14% <u>boring</u>, and twelve per cent12% responses for irrelevant.
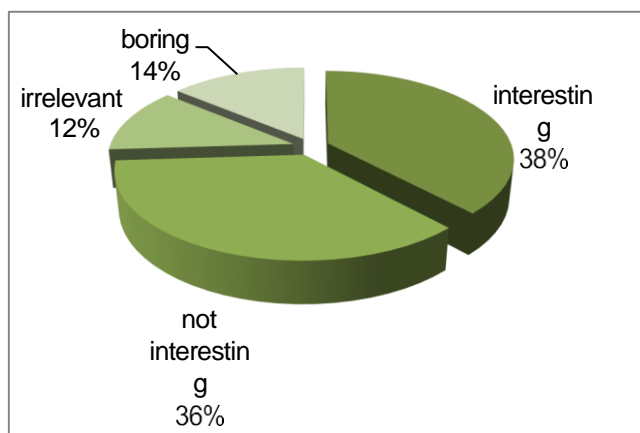
Figure 4.17.a: Course book Evaluation by BE Participants.

What really arouses the attention between the two groups is that the category of no answer is represented by twenty-three 23% of the EOP participants, and which does not exist within the BE informants' answers. i.e. all the BE applicants have answered this part of the sample.
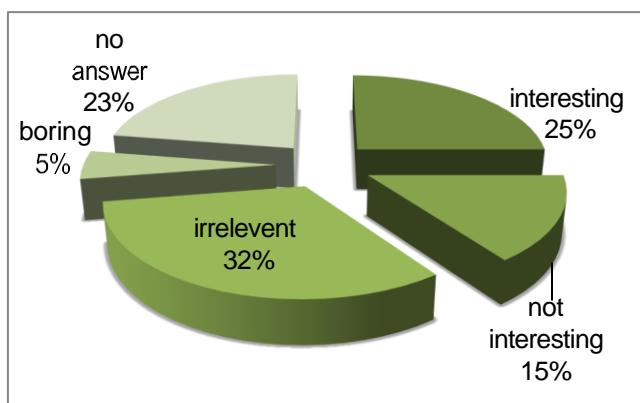
Figure 4.17.b: Course book Evaluation by EOP Participants.

4.12 Learning Skills Activities

This side of the investigation overlaps the learning skills and the main activities that boost and encourage language learning either for **BE** or **EOP** learners. Despite the puzzled views among the participants' responses, it has been seen that there is a combination of different activities for most

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of the answers for each learning skill. Thus, the same way, all applicants of the two groups have preferred the selection of two or more activities for each skill.

4.12.1 Listening Skills

It is remarkable that, with the same percentage, two per cent (2%), **the practice of sounds** has been equally scored by the **BE and EOP informants.** Hence, the results were different for **watching films and videos.** Nine per cent **(9%) for** the BE responses are higher than the EOP which has recorded four per cent (4%).

Although **listening to native speakers'** outcomes are almost the same, the BE responses are lower by achieving fourteen per cent (14%) than the EOP ones that have scored sixteen per cent (16%).
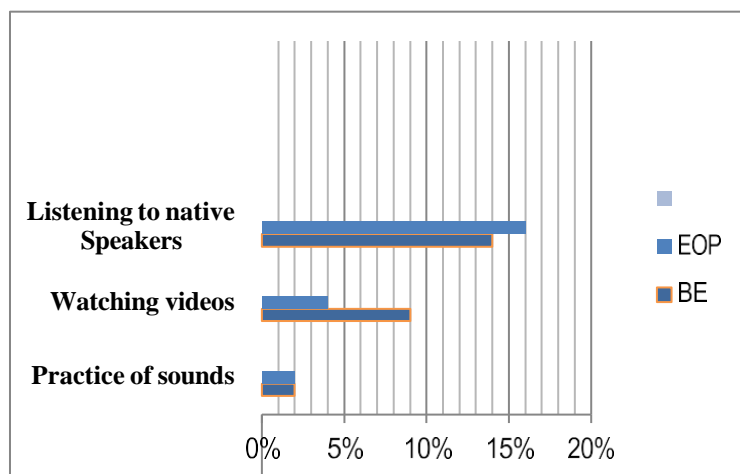
Figure 4.18: BE & EOP Listening Skills Activities

4.12.2 Speaking Skills

The analysis results in speaking skills are quite distinguishable. The BE answers for **listening and repeat** have gained nine per cent (09**%) a** very low score according to EOP responses that have got nineteen per cent (19%). but with twenty-two (22%) for **interacting with peers,** the EOP findings are higher than the that BE have attained just seven per cent (7%).

It is very important to state that the gap is quite distant between the results of the two groups concerning **learning pronunciation.** The BE answers have obtained ten per (10%), a very modest score as compared to the responses of the EOP that have chalked up twenty per cent (25%) i.e.

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The BE outcomes for **learning pronunciation** have got a lower position with ten per (10%) than the EOP responses that are higher with twenty-five (25%).
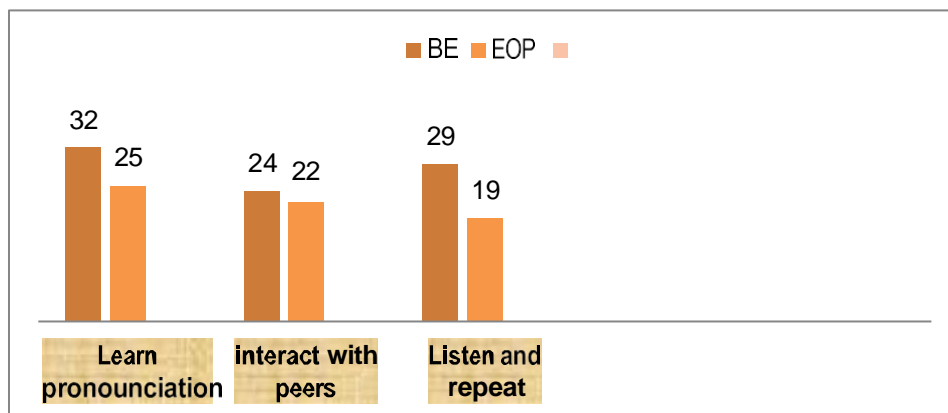
Figure 4.19: Speaking Skills Acquisition

4.12.3 Reading Skills

Importantly, it could be stated that the reading skills findings are not quite different, **BE** and **EOP** informants are slightly equal since they have marked **twelve per cent (12%)** and thirteen per cent (13%) **for reading passages**. Moreover, the score is nearly the same with six per cent (06%) for **understanding and spelling** with the **BE**, and eight per cent (8%) for EOP responses.

 Nevertheless, the variation became apparent with the next results, when The **BE** responses have reached three per cent (**03%**) **for manipulating sounds** and the EOP ones two per cent (2%), therefore the recordings are not well-nigh acceptable

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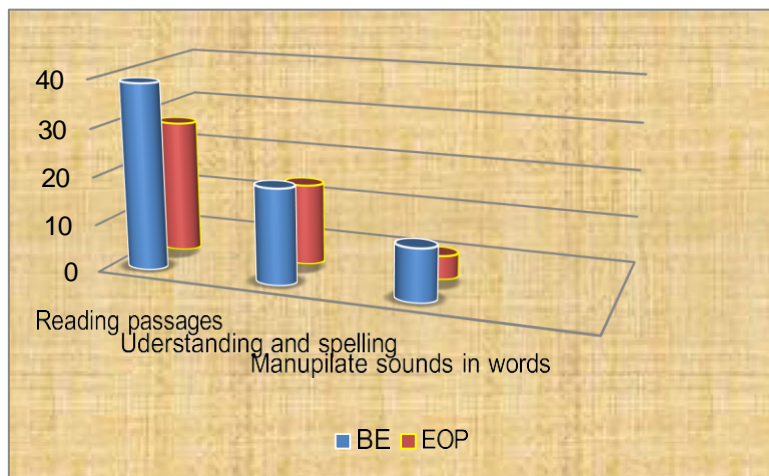
Figure 4.20: BE and EOP Reading Activities Choices

4.12.4 Writing skills

In Keeping on working on this comparison between the learning skills, we have noticed that the **BE** Writing activities results have reached twelve per cent (12%) for **making sentences,** an advanced score in comparing to eight per cent (8%) for EOP responses. However, the findings are nearly the same with seven per cent (07%) for **BE** responses about **the combination of words and sentences** and eight per cent (8%) for the EOP answers. Additionally, in the **BE** results, **using dictionaries** has recorded ten per cent (**10%**) higher than the EOP responses that have scored six per cent (06%).
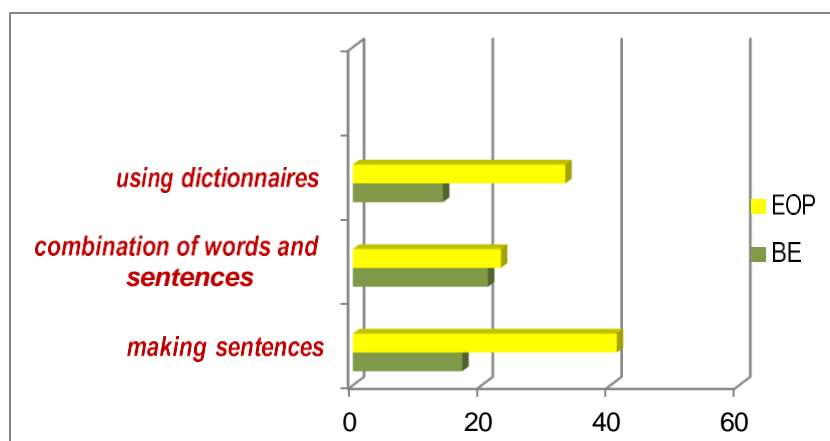
Figure 4.21: BE and EOP Writing Skills Activities

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Therefore, the **BE**/ the **EOP** learners are constantly learning and being influenced by science and technology. Due to this, we have attempted to classify the activities according to the participants' responses and in terms of importance (see table 4.9)

Skills	Activities	BE Classification	EOP Classification
Listening	✓ Listen to native speakers.	1	1
	✓ watch films and videos.	6	9
	✓ The practice of sounds.	11	10
Speaking	✓ Listen and repeat.	06	06
	✓ Interact with peers.	07	04
	✓ Learn pronunciation	05	03
Reading	✓ Reading passages.	03	02
	✓ Understanding and spelling.	09	07
	✓ Manipulate sounds in words.	10	10
Writing	✓ Making sentences.	02	07
	✓ Combination of words and sentences.	08	05
	✓ Using dictionaries.	04	08

Table 4.10:   Classification of Learning Activities Responses.

However, the similarities between the applicants' responses have revealed that (listen to native speakers) in listening skills has achieved the higher score that leads it to the first position in the ranking of both of the BE and EOP results.

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It is properly indicated that the similitudes have also arisen in speaking skills with (listen and repeat) and which has been lined up as the sixth (06) range. While, reading skills, the activity (manipulating sounds in words) has been placed in the tenth (10) emplacements in both of the classifications.

As a matter of facts, it is crucial to note that listening skill has reached the highest score with the activity (listen to native speakers) in both of the settings of research. Therefore, this activity has been selected by a majority of the responses, thirty-five 35 informants representing sixteen per cent (16%) for the EOP participants. Furthermore, the BE informants have scored forty-six (46) responses representing fourteen per cent (14%).

4.12.5 Grammar Learning

The comparison of learning grammar demonstrates that **BE** and **EOP** learners' answers were quietly divergent. The survey research has used agree, undecided, and disagree scale. it is a range of answer options for all the target population to express their opinions about certain issues presented by five statements that might usefully collaborate to grammar learning.

► **Agreeing Opinion**

The **BE** informants' opinions with agreeing are really consistent. it has marked the highest scores, representing ninety- two per cent (92%) with the first statement, **grammar is important to speak fluently,** then, eighty per cent (**80%**) for the third statement **Learning grammar through repeated practice helps learners to use structures correctly**. After this, it has reached seventy-eight per cent (78%) with the fifth statement and which refers to **grammar learning is more effective when learners work out the rules by themselves,** besides the scoring of sixty-eight per cent (68%) for the second statement, Teaching **Grammar should be integrated with other skills**. After, the fourth statement, **the principal role of the teachers in teaching grammar is to explain rules**, which has attained thirty-six per cent (36%).

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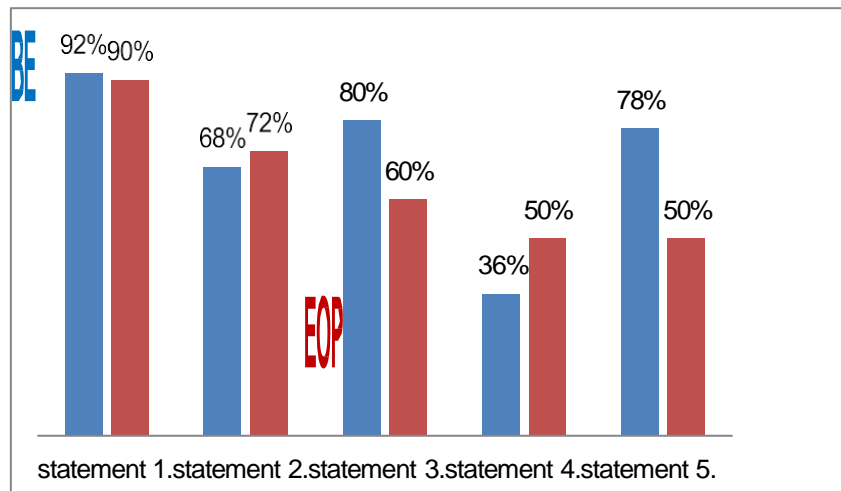
Figure 4.22 : BE and EOP Agreeing Opinion

Preliminary, for the **EOP** informants the **agreeing** opinion has got the highest percentages too. Firstly, **the study of English grammar is important to speak fluently**, has attained nineteen per cent (90%) almost like the BE responses that have marked ninety-two (92%). However, it is respectively followed by the second statement; **Teaching Grammar should be integrated with other skills,** with seventy-two (72 %).

Unlike the **EOP** outcomes the third statement, **learning grammar through repeated practice help learners to use structures correctly,** has achieved sixty per cent (60%). Nevertheless, the statements four & five are considered analogous, they have ultimately marked fifty per cent (50%), i.e. **the principal role of the teachers in teaching grammar is to explain rules**, as well as **Grammar learning is more effective when learners work out the rules by themselves** have got the same scores as opposed to the BE responses that have marked different scores.

► **Undecided Opinions**

On the contrary, the outcomes of the opinions for undecided have been less high than agree. They have recorded fifty-four per cent (54%) of the total answers for statement four (04), while statement two (02) has got thirty-two (32%) for **BE** responses. Thus, statements five and three have reached nearly the same scores representing twenty-two (22%) for the first and (20%) for the

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second one. It is essential to note that the modest score about the undecided opinion has been acquired by the first (01) statement with a percentage of eight per cent (8%).

Decreasingly, the undecided opinion has noted different results as opposed to the first analysis. The high score representing thirty-seven per cent (37%) was marked by the fifth statement, subsequently followed by thirty-five per cent (35%) for the third statement. Yet, statement four has achieved twenty-two per cent (22%) which makes it nearly the same as the second statement with the score of twenty per cent (20%) of the total sum of the undecided answers. The last and the most modest score in this column has been achieved by the first statement with seven per cent (07%).
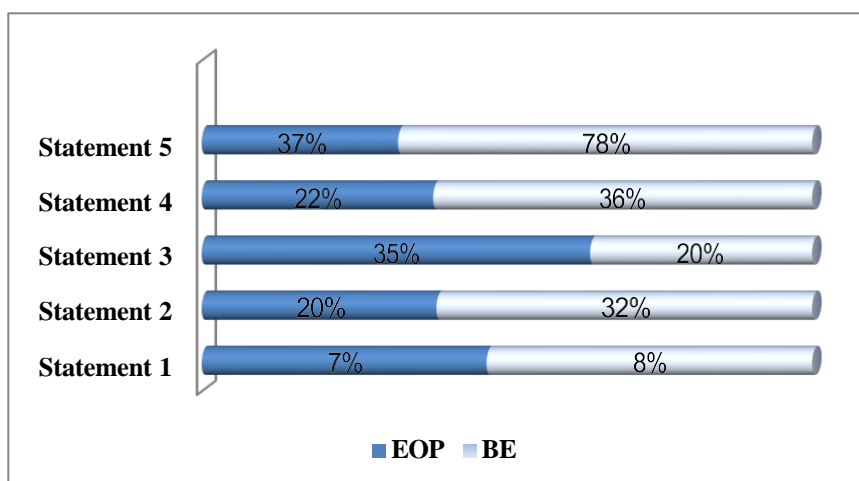
Figure 4.23: BE and EOP Undecided Opinions

► **Disagreeing Opinion**
The number of informants who have disagreed with the statements of grammar learning is really distant from those of **BE**. The high score is twenty-seven point five (27.5%) was marked by the fourth statement and it has been followed by the fifth one with twelve points five (12.5%). Whereas, statement two reached seven point five per cent (07.5%) as opposed to the EOP score that was zero per cent (0%). Similarly, the third statement attained five per cent (5%) and also marked zero per cent (0%) for the EOP responses. Furthermore, statement one chalked up two per cent (02%), unlike the score marked by the EOP responses and which has marked zero per cent 0% as is already stated in the above analysis.

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Additionally, the results obtained for expressing disagree opinions have chalked up crucial differences. The unique marked score is ten per cent (10%) for statement four (o4), however, the rest of the scales did not reach any points and they have noted down zero per cent (0%) for the other statements. i.e. that all the discussed statements have had zero per cent (0%) except for statement four that has gained ten per cent (10%).

	statement 1.	statement 2.	statement 3.	statement 4.	statement 5.
EOP	2%	7%	5%	27%	12%
BE	0%	0%	0%	10%	0%
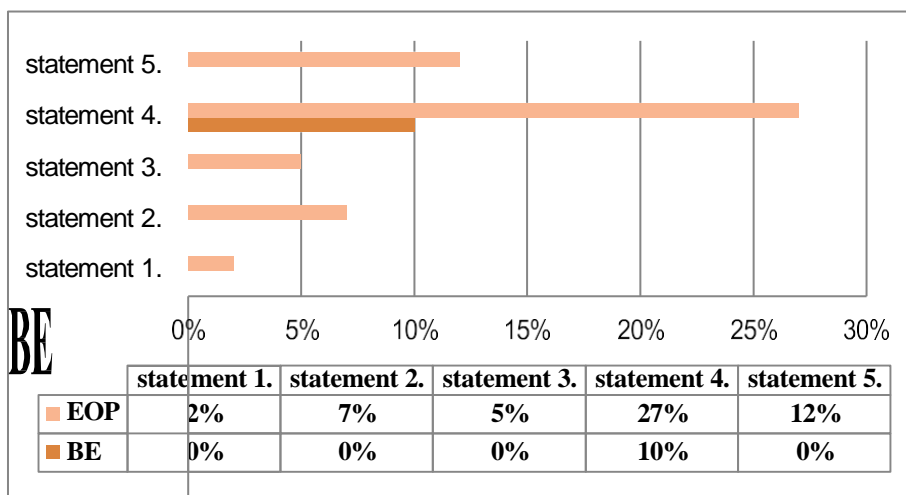
Figure 4.24: Disagreeing Opinions

More precisely to generate a more meaningful and understandable comparison, the following table could provide more information by presenting the percentages of the participants feedbacks of each group under study.

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Statements	BE Learners			EOP Learners		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
• *The study of English grammar is important to speak fluently.*	92%	8%	0%	90%	07.5%	02.5%
• *Teaching Grammar should be integrated with other skills*	68%	32%	0%	72.5%	20%	07.5%
• *Learning grammar through repeated practice helps learners to use structures correctly.*	80%	20%	0%	60%	35%	05%
• *The principal role of the teachers in teaching grammar is to explain rules.*	36%	54%	10%	50%	22.5%	27.5%
• *Grammar learning is more effective when learners work out the rules by themselves.*	78%	22%	0%	50%	37.5%	12.5%

Table. 4.11: BE and EOP Grammar statements Selection

4.12.6 Learning Vocabulary

By broadly describing the Learning vocabulary results, it is essentially interesting to note that a set of variant answers have been obtained either by the BE or EOP applicants. In short, for **memorization** and **words in isolation,** the number of the responses is almost the same for both of the two groups, twenty (20) for **BE** and twenty-one (21) for **EOP**, so the difference is not so important.

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But there are dissimilar scores in learning vocabulary by using the strategy of **context and meaning**. Thirteen (13), from the **BE** total sum of the answers, is a smaller score than the EOP ones, and which has reached twenty-one (21). The **BE** responses have marked five (05) about vocabulary acquisition by **fun and games.** This number is slightly smaller than the EOP ones, which has reached nine (09).
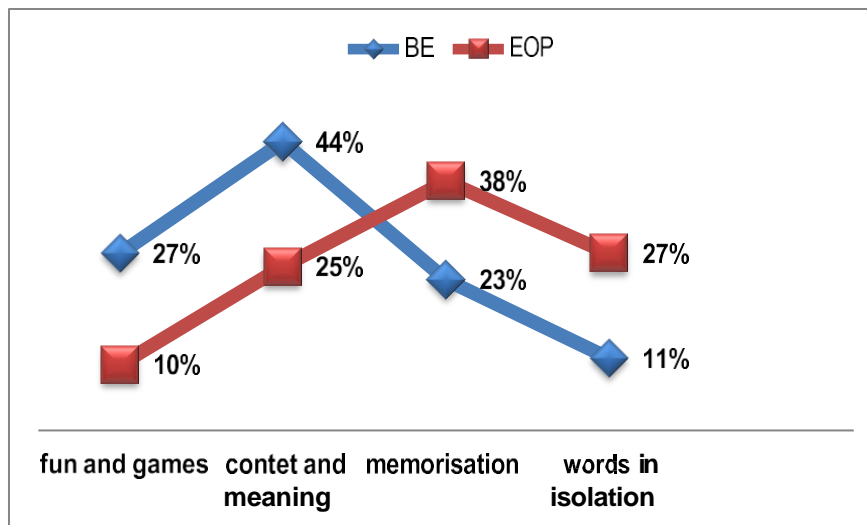
Figure 4.25: Learning Vocabulary Strategies Responses

The next part of the analysis stands no comparison between the two groups under investigation because the EOP informants have not opted for the multiple answers as the **BE** applicants. However, in the **BE** responses, four (04) informants have used **memorization and context** plus **context and meaning.** Three (03) responses have included **words in isolation plus context and meaning;** moreover, one (01) informant has selected **context and meaning, fun and games**. One informant opted for the selection of all the activities, i.e., **(memorization, words in isolation, context and meaning, and fun and games).**

In conclusion, to compare the two types of groups' answers, it should be necessary to highlight that only the BE responses have included multiple choice answers, so without EOP data about this issue, a meaningful comparison could not be made.

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4.13 The Necessity of Course Books and Teachers

Item eight created wide discrepant points of view among the informants of the two groups. The **BE** responses have appeared under two clusters. The first cluster is composed of Eighteen (18) informants representing 36%. They have answered that is **possible to improve their English without using course books or attending courses.** The second one is larger and consists of Thirty-two (32) applicants representing 64% believe in the impossibility of improving their English language without using course books or attending courses. But it is so crucial to bear in mind that just a reduced number of them give justifications to explain their choices. (see page 184)
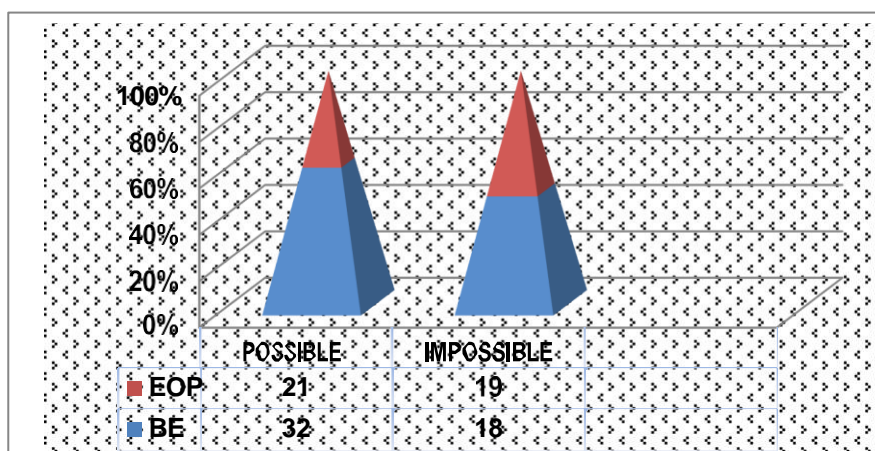
Figure 4.26: The Necessity of Course books and Teachers

On the contrary, The **EOP** findings at variance with **BE** ones have also demonstrated that more than the average of the informants (21) representing 52% confess that is **possible to improve their English without using course-books and attending courses** with the language teachers. However, the gap is not quite important with the first cluster since just nineteen (19) representing 48% of the informants believe that they cannot improve their English language without course-books and teachers due to certain reasons: (see appendix for EOP/BE participants)

 Purposefully, at the end of the questionnaire, the participants would give more information, ideas, or suggestions so that to cover all the sides of ESP teaching/ learning issues. As mentioned earlier,

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The **EOP** informants have endeavoured to way up this issue and set out several suggestions that are noted in their samples page…, unfortunately, the **BE** learners, have not attempted this question. And yet, it is undoubtedly obvious that the comparison cannot be done

4.14 The Methods and their Objectives of the Comparison Study

EOP and **BE** learners are people longing to communicate fluently and learn effectively English, who come from non-English-speaking homes and backgrounds. The findings have generated many different and similar issues between the two groups under study.

First of all, in building up the comparison amongst the outcomes, we have considered the **block method** with specific items in part one, when dealing with background information of the participants, in order to append the disconnected information. The **BE** data block has **referred to the EOP block and makes clear points of comparison whenever comparisons are relevant**. This technique has been used to allow a higher level of critical engagement, continuity, and cohesion.

The researcher has used **the block method** particularly when she was unable to find data that are closely related to both of the groups, moreover, in situations when she was comparing three or more statements as opposed to the traditional two.

We have also opted for an **alternating method: Point-by-point pattern** so that to highlight similarities and differences by juxtaposing the data about **BE** and **EOP** and produce a more tightly integrated and analytical essay. The alternating method has generally been employed with the second part of the study of the questionnaires because it is counterproductive.

Many illustrations and tools have been integrated in establishing this comparing strategy such as tables, graphs, line or bar graphs, and scatter plots, etc. furthermore, we have processed data through the alternation between **BE** and **EOP** responses for each item of investigation within the advocated samples. Many variables have been related to the comparison, such as learners' backgrounds, learning institutions characteristics, practice, documents, curricula and syllabi, and even the policy of teaching/ learning in both of settings where the objective subjects are enrolled, emerged by revealing certain results with accuracies and transparency.

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4.15 Teachers Interviews Discussion

4.15.1 Teachers Specialized Knowledge and Background

BE and **EOP** teachers said that they have **specialized knowledge** of their domain of teaching gained through experience in performing as ESP teachers/ trainers**.** In this case it is essential to note that training contributes to teacher development and acknowledges the challenges involved in changing teaching practice. Most of the participants would preferred to have attended ESP training courses for it seems that they are aware that training provides practical guidance that will help teachers integrate appropriate changes into their tasks and duties as well.

 Generally, teachers are required to evolve their professional knowledge through training, and self-development and by grasping theoretical concepts (knowing what) plus performance skills (knowing how) with continuous progression in teaching and research as well. Yet, the development of teachers' background knowledge would have a positive impact on their teaching proficiency and career. This is why; educators/ instructors should have charismatic qualities, besides competence in content-based syllabus and communication skills.

4.15.2 Teaching Materials and Groups Description

The interviewees confessed that the educational aids used by instructors help them in facilitating the deliverance and comprehension of lessons effectively. They should be available and all the pedagogic institutions need to provide teachers with the necessary materials.

In managing language learning classes, the group design is a critical factor. Academic researchers have always emphasized that learners in smaller classes have higher grades and perform better plus learning is observably enhanced. It is highly consequential that face-to-face classes about (30) students be considered large. Whereas, EOP training courses usually include between 15 and 20 trainees.

Purposefully, just after the size of classes, it has been highlighted the idea of the groups' homogeneity. Homogeneous grouping in any educational setting can help learners work best suited to their particular strengths and areas for growth.

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Henceforth, the key to teaching large groups, as explained by the **BE** subjects, is to **maximize speaking time**, moreover, to promote **practice** time. As a result, ESP teachers ought to incorporate **engaging activities** that will keep the students interested.

It is conceivable a given **heterogeneous** class may show less variance in ability than a so-called **homogeneous** class. Based on this plot, we would assume that the dimensional homogeneity of the two groups (**BE** and **EOP** learners) is not equal. Moreover, homogeneity is neither a permanent criterion nor a condition in group formation in both of the fields of research.

4.15.3 Learners Description

Assessing students' English level is usually based on language proficiency and academic progression through work and learning tasks. Establishing students' attentiveness, motivation and performance is something critical for successful learning. Informants replied that **learners' attentiveness and performance are dependent on their level of English**.

The learning objectives must be clear to students. In short words, they all must know (**what**) they are learning and (**why**) they are doing it. Conversely, when the objectives are missed or unclear, students may not know the expected duties and tasks to fulfilling, this would automatically lead to confusion, frustration, which could impede the learning/teaching environment.

4.15.4 Curriculums/ Syllabuses and Teaching Strategies

Indeed, the researcher is absolutely conceived that Pedagogic organizations establish teaching standards prescribing what teachers should teach and what students need to learn in the classroom. Despite its overwhelming importance, curriculums are designed by both of the institutions. The **BE** and **EOP** teachers confessed that their hierarchies do not afford the educators with any curriculums, whereas, the syllabuses are designed by the **teachers of English in GSE and by the institution in SONATRACH learning institution**. Though it might be difficult to hold a single factor as the cause, the problem certainly cannot be dissociated from how ESP is taught in these academic institutions. (see chapters 1&2).

Concerning the use of ICT all the responses have included that teachers **implement technology in their classroom**, in association with other techniques and strategies such as **visualisation of**

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information, **inquiry-based instruction** strategy**, projects work, encouraging research, etc.** Teachers make use of many strategies, according to James Ballencia, (2006) "*the technique can also help teachers as much as it helps students"*.

But concerning the documents, the **BE** informants use their own documents by adding that they meet their learners needs. However, the four (04) **EOP** informants confessed that they used the documents provided by the institution and they doubt if they really fit the needs of the EOP learners.

In this vein, teaching documents are meant to make teaching/ learning more effective. They are generally used by teachers in the preparation, implementation, and evaluation of the teaching/learning process. They include **schemes of work, lesson plans, and records of work and progress records**. So they should not be imposed. Therefore, didactic methods and aids follow a scientific approach or educational method to present information to learners who are in the primary active role through the development of critical thinking, problem-solving, and communication skills.

Obviously, all learning methodologies aim at the acquisition of knowledge, the development of skills, and the establishment of work habits as their major goals. To achieve this, the researcher wanted to know if it depends on: the learners' level? - Learners' specialism? - Or, the Subject itself? Consequently, ESP methodology teaching depends **on the subject itself, learners' level and specialism. (See chapter one)**

 In education, tasks are a way to promote the use of authentic and genuine language with a focus on meaning and communication. They are considered as tools to check learners' comprehension and for their evaluation. Concerning courses tasks in **EGP** and **ESP**, all the Tasks are common to both **EGP/ ESP** because all the tasks are related to language skills enhancement.

A broad range of important skills that ESP learners need to develop, some of them are acquirable abilities or habits that allow them to learn efficiently like **communication skills, collaboration skills or teamwork skills, creative thinking skills, problem-solving skills, critical thinking skills, learning to learn skills, as well as leadership skills.**

 It is fundamental to mention that these extrinsic or intrinsic factors would help focused and better understanding for ESP learners, of course not only in the BE and EOP fields but in all the branches

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of ESP teaching. What is really interesting is that all the **BE** informants have agreed that learners acquire the necessary specific language knowledge by saying, "**Yes, they do**, **except some"**. Whereas all of the **EOP** participants answered by," **Of course, yes".**

Most importantly, the underlined objective of learning any language mainly refers to develop the communicative capacities of the learners, but the answers have denoted that not all the learners develop their communicative capacities and acquire the specific language knowledge.

Communication skills encompass the ability to speak, listen, and write effectively in order to share information and ideas with others. Educators and trainers might discover helpful strategies for teaching communication skills, like setting up practice conversations that can help students hone their own communication skills and develop flexibility by becoming flexible in social interactions and conduct conversation management.

  The process of developing personal communication skills is to a level where information can be conveyed efficiently and effectively. For **EOP** learners, communication enables the organisation's employees to increase their interaction with corporates and improve teamwork, decision making, and problem-solving skills. Hence, training courses aim to help the participants develop their communication strengths and grab interesting techniques to add into their existing skillset; (Professional skills) in addition to help them to become advanced communicators in the workplace and their daily life

4.16 The Discussion of the Class Observation Findings

At the beginning, the findings indicate that the MT is more used by the **BE** learners, as opposed to the FL1 use which is higher within the **EOP** informants' talks. This is due to certain reasons as the dominance of the French language since it is considered the first/ main tool of communication in the company of SONATRACH.

4.16.1 Languages Used in Performing Learning Tasks

The results have reflected the number of tasks and the times the MT is used by the participants while doing the tasks. We (researcher) favoured activities that led to more speaking and discussion. As the expectations, even though the participants were advised not to use other languages except

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English, the results show frequent use of MT. The table below displays the data concerning the use of MT (Arabic language)

Participants	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Total
BE Group	6	4	4	5	3	2	0	1	25
Percentages	24%	16%	16%	20%	12%	8%	0%	4%	100%
EOP Group	4	3	4	3	1	2	0	0	17
Percentages	23%	18%	23%	18%	6%	12%	0%	0%	100%

Table 4.12: Use of Mother-tongue

Table above (4.10) reveals the participants' interaction during classroom activities includes (MT) Arabic language. Thus, the scores demonstrated that the BE learners' total use of MT, in performing the eight (08) tasks have reached 25 times, whereas, 17 for **EOP** learners. The whole population under investigation consciously attempted to speak using English FL2 during the phase of observation but they failed, and excessive use of FL1 (French) appeared within the following results; as you can see from the next table lists.

Participants	Task 1	Task 2	Task 3	Task4	Task 5	Task6	Task7	Task 8	Total
BEGroup	9	5	6	7	5	4	2	1	39
Percentages	23%	13%	15%	18%	13%	10%	5%	3%	100%
EOP Group	8	9	11	6	4	4	2	1	45
Percentages	18%	20%	24%	13%	9%	9%	5%	2%	100%

Table 4.13: Use of French

The BE learners scored thirty-nine (39) besides the **EOP** ones forty-five (45). The next figure demonstrates the decline of French use and to illustrate the point let look at the next figure that depicts the use of the three languages.

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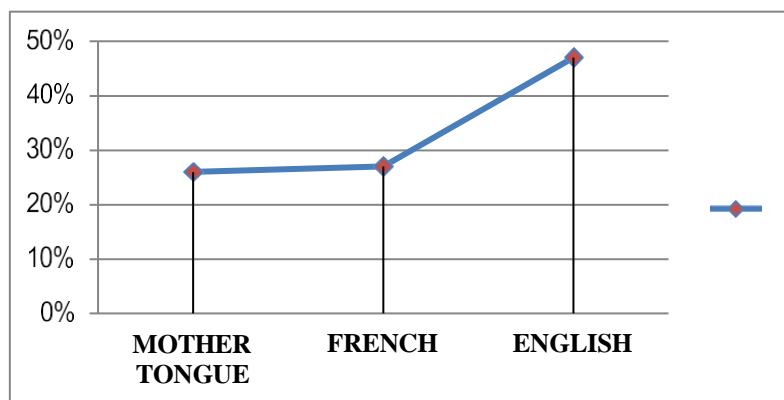
Figure 4.27: Languages Use Percentages

The current research on this issue has revealed to what extent the **ESP** learners had consciously attempted to speak using English during the process of observation and they succeed. We would like you to look at the next table that represents the percentages of the groups and their language

Languages	Language Use per Task							
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
French	41%	33%	39%	31%	22%	19%	07%	04%
Mother-tongue	47%	34%	39%	38%	18%	20%	0%	04%
English	12%	33%	22%	31%	60%	61%	93%	92%

Table 4.14: Relative Frequency in Languages Use by BE/EOP Learners

However, the relative frequency in Languages use indicates as shown, in the above tableau, when the participants were doing their tasks was not regular or stable. Each time the use of English is low, the use of other languages (French and Mother-tongue) is high and vice versa. The informants fall into the category of unbalanced use of languages. It is significant to highlight that the researcher has confirmed rare cases of balanced bilinguals or trilingual.

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The elaborated talks made the researcher gains in-depth knowledge because the researcher had the opportunity to converse freely with the respondents. Moreover, they collaborate with the researcher to find the causes of many of their behaviour and reactions (Achievement/ weaknesses).

Later on the relative frequency in languages use by **BE/EOP** learners reveals a remarkable decline of the MT and FL1 use, in moving from task 1 to task 8, whereas, we could notice a real amelioration in terms of English-speaking temptations i.e., logically, the betterment that could be seen in FL2 use causes a decrease in MT and FL1 use by the participants. **Figure 4.28** illustrates the exact proportions of each language according to their relative use within each group under study clear and more comprehensible.
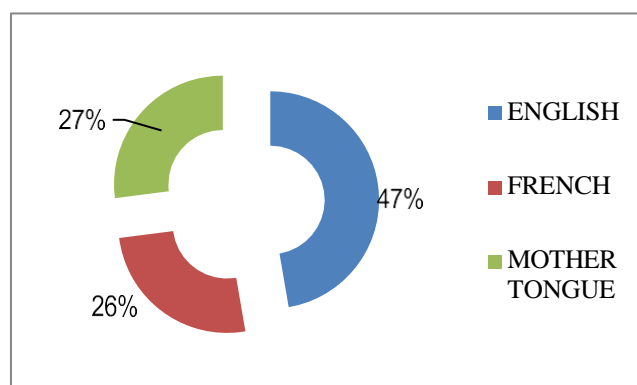
Figure 4.28: the Proportions of Languages Use

As it can be seen language usage affirms an unbalancing output because the rate of language usage was not regular or stable. Each time the use of the English language is low, the use of other languages (French and Mother-tongue) is high and vice versa.

4.16.2 Target Language Use Strategy

To put in a nutshell, the phenomenon of speaking/ the use of other languages during English sessions will directly lead to the decline of English language use. Furthermore, it might have a lot of drawbacks, for instance, the communication becomes far less effective and the speech would lose shades of meaning as well. Most crucially the disposition to speak different languages, while

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studying the English language will not support fostering language skills and development. In the end, much more exposure to FL2 would surely have a positive impact on the expressive and receptive abilities of the learners.

The informants fall into the category of unbalanced use of languages, although various cases of balanced bilingual or trilingual have been confirmed by the researcher. However, we have conceived that through time each learner has voluntarily developed a kind of auto control by himself while starting to speak out in the English language. This strategy will decrease language errors, keep the learners away from confusion and prevent them from using other languages rather than the target language.

At this step angle, the analysis of this issue has revealed the extent to which ESP learners had succeeded to speak in English by exerting a self-control attitude. It also shows the significant correlation between self-control with self-confidence while conversing or speaking in English. In this situation, the participants develop a variety of strategies like using a slow and steady rate of speaking, correct grammar patterns, selecting appropriate vocabulary, and avoiding linguistic errors: implementing structures from MT/ FL1 languages such as word order, grammatical errors, etc.

An important betterment is progressively marked in English use due to individual self-control, learners' mutual correction, and the recurrent intervention of the teacher. Most importantly, the learners were able to follow the teacher's instructions only when they interact and select the target language (FL2) consciously. The elaborate talks made me gain in-depth knowledge because I had the opportunity to converse freely with the respondents and inquire about their improvement in communicating in English. Moreover, they collaborate with me to find the causes of many of their behaviour and reactions.

4.17 Limitations of the Questionnaires and the Interview

The interview was addressed to the teacher of English in the two contexts (**BE&EOP**) with the purpose of getting deeper information about the process of teaching ESP in this field, unfortunately, the number of participants was not that high and many participants are not really keen to participate, due to the COVID-19 PENDEMY circumstances where there were so many difficulties to have

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direct contact with the teachers to accomplish our job of researcher neutrally. Moreover, it was really difficult to persuade them to participate, and making them comfortable to talk in an interview or complete surveys.

We wished to administrate a questionnaire or an interview to the administrative staff, but we faced a number of challenges associated with the sharing of data, including obstacles to releasing data, privacy and confidentiality problems, and informed-consent issues, especially with EOP institutions.

Class observations is an effective way for providing educators and trainers with the information they need about their learner's behaviour, moreover; it would help them in their continuous professional development where teachers could become researchers of their own classrooms and practices but it is hard to be neutral in your approach and in your evidence collection.

Time consuming, the percentage of time that each effective teaching practice deployed and the percentage of students involved in the effective teaching practice during the observation. Sometimes the numbers are not really indicative and they are shorthand for the actual goings-on of the classroom such as students' engagement or interactions.

4.18 Recommendations

The arena of communicative competency receives various criticisms and improvements and most of them are getting deeper in its delimitation, in the way that acquiring a language is more than knowing its codes and forms, even so, what to say, to whom, and how to say it appropriately in any given situation.

Based on the findings of this research and some areas for improvement, we think of suggesting some recommendations that can help remedy.

Before all else, it is quite important to highlight that English use requires the mastery of macro-skills, namely Listening, Speaking, Reading, and Writing, and micro-skills which include Grammar, Vocabulary, Spelling, and Pronunciation. It is known that a good speaker can achieve his communicative purposes by proving competencies through the combination of these aspects accurately and fluently.

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Chapter Four: Data Analysis and Recommendations

We really conceive that language proficiency subsumes grammatical competence, textual competence, and pragmatic competence, which consolidate illocutionary as well as sociolinguistic competence. To a great extent, language studies make further efforts to widen the communicative competence, definition and components so as to make it knowable and understandable.

We highly recommend that in any educational institution teachers should rely on an official curriculum, plus a precise syllabus to teach variant subjects in different fields of study. Each type of syllabus has its own structure, objectives, and congruency with the aims assigned to the profile set, interests, and needs of the learners. So, the language designers of syllabi and curricula could not make use of a single type of these academic documents to meet the needs of the language learners to develop their communicative skills in target languages. Therefore, an assortment of syllabi should be on

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display, that is to say, any subject curriculum has to contain a variety of syllabi sorts to reach the teaching/ learning target objectives.

Most importantly in teaching ESP the focus should be on the analysis of needs, skills development, and the recognition of the learners' interests, in addition to the problems that face their learning. Given that, the learner-centred approach promotes dependent learning and places the learner in the primary active role through the development of critical thinking, problem-solving, and communication skills.

Obviously, it should be known that the communicative and learner-centred approaches could not be taught separately, whereas; they ought to be viewed in a more holistic approach, for the content of the communicative skills consists of linguistic plus sociolinguistic competencies, information gap, and textual competence.

Since teaching is the act of encouraging learning activities effective teaching/learning practices are evidence-based teaching strategies: (Strategies, activities, and programs that evaluation research has shown to be effective are based on evidence. So, the focus has to be on creating safe and supportive learning environments implemented and informed through data to produce positive and sustained results. To be sure, there are many examples of classroom tasks that might be classified as active learning such as

- **Learning through Play:** A play-based approach is learning through exploration, discovery, and trial-and-error.

- **Role play:** It fosters critical and non-egotistical thinking besides it increases empathy and seeing issues from a more holistic angle.

- **Debates:** see things from multiple perspectives, use logic to defend their positions, and improve their public speaking skills.

- **Collaborative Learning:** or group projects get students working together to solve problems to discuss issues, consider each other's' perspectives, and construct knowledge together to come to share agreements on how to go about projects. With CL students are responsible for developing shared knowledge.

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- **Think-Pair-Share:** The pairs can change their minds or learn from each other to refine their thoughts.

- **Peer Teaching:** students who are more advanced on a topic mentors less advanced students (learn from a 'more knowledgeable colleagues' in the classroom.

- **Kinaesthetic Approach**: it is learning through gross motor movements (sports, for example), tactile experiences (e.g. touching something and feeling its features), or by ensuring they are exerting excess energy whenever possible.:

- **Grab Bags:** it encourages thinking skills to try to solve the mystery.

- **Phenomenon Based Learning:** originated in Finland. The approach emphasizes choosing a phenomenon to study rather than a 'subject' (such as mathematics, literacy, science, history, etc.). then studying it from multiple different disciplines and perspectives by conducting research into it in groups and reporting their findings to the class.

- **Inquiry-Based Learning :** involves conducting scientific or systematic investigations into a topic under analysis.

- **Challenge Based Learning:** conducting scientific or systematic investigations into a topic under analysis. (Students don't sit-listen-observe),

- **Game-Based Learning: (Gamification) it** is turning a boring lesson into a competition, winning points for answering questions correctly, 'levelling up' such as gaining a new rank or privilege after achieving a skill. These make students more active and engaged learners by inserting fun and activity into lessons.

- **Experiential Learning** it helps students to actually see the theoretical ideas

- **Guided practice** In this approach, the lesson starts with a traditional passive learning approach, and concludes with active learning after the students have built foundation knowledge and confidence.

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- **Citizenship Education**: learners should be active participants in society. they need the right to have their voices and perspectives heard and respected by everyone. It encourages speaking up, acting to contribute to improvement, and taking votes on important matters affecting.

- **Education for Sustainable Development:** it includes conducting 'biodiversity audits' and regenerating local ecosystems for flora and fauna, or auditing their own consumption and trying to reduce it.

- **Situated Learning:** Students start as peripheral participants by observing situations and asking questions. when they develop confidence and competence, they would be integral participants in the workforce.

- **Discovery Learning:** is typically characterized by minimal teacher guidance and explanations. It involves solving problems with multiple solutions, use of hand-on materials, minimal repetition and memorization. There are three main components for successful discovery-based learning:

  ► Teacher guidance where the emphasis is on building upon students' reasoning and connecting to their experiences

  ► Classroom culture where there is a shared sense of purpose between teacher and students, where open-mindedness and dialogue are encouraged

  ► Students are encouraged to ask questions, inquire through exploration and collaborate with teacher and peers.

Active learning encourages students to learn through trial, error and discovery. It has its basis in Piaget's constructivist theory of learning which emphasizes 'constructing' knowledge rather than 'absorbing' information.

 Active learning is a way to help students develop deep knowledge, learn in contextually appropriate ways, and apply their learning in ways that are meaningful to their lives. There is also the 'enjoyment' factor of active lessons which may engage and motivate students for longer (Hyun, Ediger & Lee, 2017), giving them more engaged learning time than 'boring' passive approaches.

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In some cases, direct instruction has been shown to be an efficient way to teach procedures that are difficult for students to discover on their own, such as those involved in geometry, algebra, and computer programming. Moreover; Some students prefer receiving direct instruction to encounter inconsistent or misleading feedback, encoding errors, causal misattributions, and inadequate practice and elaborations although; practice helps learners to increase their ability to access information rapidly and frees their brains to process more challenging information and problems.

It is substantially important that direct involvement at a learning situation is the process that involves reciprocal stimulation or responses. More precisely, the term *classroom interaction* alludes to the interaction between the teacher and learners, and amongst the learners themselves. It refers mainly to **Learner-Learner** or **Learner-Instructor** Interaction. Activities such as group/ pair work, class debates, discussions, or review games are examples of full-class interactions. Consequently, its importance takes shape in developing learners' self-esteem, understanding conflicts and improving their conflict-resolution skills, increasing their problem- solving capacity skills plus their intrapersonal skills.

We totally believe that three categories of interactions contribute widely to learner's support and learning in any environment.

 Learner-Content Interaction: used in virtual or hybrid classrooms, it occurs when learners interact with the materials from which they learn. So, learning target in this case is crucial. i.e., it refers to the knowledge and skills learners should be able to acquire by the end of the learning process through favourable conditions like, **Finding Content - Setting up Independent Learning - Keeping Students Focussed with Self-assessment.**

Learner-Learner Interaction: learner interacts with other learners, in pairs or groups, with or without the re presence of a teacher

Learner-Instructor interaction: it deals with providing feedback, formative assessment process (to engage and motivate learners.) and guiding the learner.

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It is evident that learners need time to process and challenge language learning by developing their interacting skills. Therefore, they need Learner-Content interaction and Learner-Learner interaction besides; Students also need feedback on their achievement as part of the Learner-Instructor interaction.

The English-only rule should be applied and adopted under the circumstances like communication with partners and when working as a team to compile certain tasks or jobs. English usage for non-official and official communications, English should not be limited to only the official functions at work, but it is needed to enhance English communication and fluency with co-workers and trainers during English language training courses. In addition to all this, EOP learners must have tests / interviews to confirm which level of English proficiency they will need to meet.

Furthermore, class observation is critical in helping teachers to get feedback on classroom instruction and management approach. In reality Observations cannot be difficult to arrange but difficult to truly gain valuable feedback. Accordingly, classroom observations should be direct, intentional and systematic. It has to be descriptive rather than interpretive or evaluative accounts. It is essential to recommend that to ovoid immediate interpretations and to observe learners in different instructional settings and situations.

Administrators' observations are typically set to evaluate teachers' performance for a grade or formal job evaluation. It involves an expert dropping on a teacher's classroom during a specific lesson. These kinds of observations are generally done once a year whereas; it is high time to switch to other types of observation:

Peer-to-peer observation: it is done by teachers. It is an excellent tool to learn from and support each other. The main goal of peer-to-peer observation is to provide the teacher with feedback on;

- Teaching methods
- Student interactions
- Instructional technique
- Classroom management

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Collaborative Coaching observation: it might be performed by instructional coaches to supporting teachers in improving their practice and growing in their career. This type of observation usually covers teacher's strengths, challenges, and effective or ineffective behaviour in the classroom. Generally, they work together to refine their practice, try new instructional approaches, and see their impact and growth through another recorded lesson.

From another angle, assessment should meet the score requirements for the overall and all individual component parts (speaking, listening, reading, writing). Rewarding learners for their achievements, progress, and participation by

- ► Acknowledge academic achievement: identify students' goals and progress and announce even the smallest achievement.

- ► Give prompt feedback: begin with positive feedback before negative. Positive feedback motivates and encourages students to continue learning. Providing timely and meaningful feedback can enhance learners' self-awareness, self-efficacy, and self-improvement.

- ► Provide incentives: as prizes, certificates, badges, or points.

- ► EOP participants must also be awarded an academic qualification at the end of the enrolment period.

- ► Align rewards with the learning goals: They should reflect the skills, knowledge, and competencies that learners are expected to develop and demonstrate.

- ► Balance intrinsic and extrinsic rewards: to foster short/long-term engagement, autonomy, and self-regulation, interest, competition, and compliance.

- ► Personalize rewards for learners: should be tailored to the learners' profiles, preferences, and progress. Personalizing rewards for learners can increase their sense of ownership, autonomy, and agency.

 Business learners have a goal in mind which is basically related to business and academics, so what really motivates them is succeeding in their studies and getting a job by developing the skills they need in English. Therefore, making the module of English a compulsory subject and

the language of teaching would have a positive step in providing the opportunity to succeed in studies, research and job acquiring.

Additionally, English syllabi content has to promote students' engagement in multiple types of oral communication, using student independence and instilling a positive class room climate that needs to be conducive to instruction.

In conclusion, encouraging **ESP** learners to use English in interaction with each other and in class involves creating a supportive and non-judgmental environment, providing opportunities for all types of communication; **curriculum rationale ought to be broad in scope:** *We want our students to*

- *Acquire/Learn the knowledge they need to understand the world around them.*
- *Develop the skills they need to continue to learn and contribute to society.*
- *Develop attributes that reflect our school values.*
- *Achieve a portfolio of qualifications that cause things to happen*
- *Love learning for the sake of learning, viewing it as interesting, exciting and empowering.*

4.19 Conclusion

Therefore, the findings and the processed data overlapped procedures and the approaches the ESP teachers follow to design their syllabus and the courses they deliver by taking into consideration the learners' needs. The focus exceeds the learners' needs to skills and the problems that face their learnedness and knowledge prospects. Moreover, the sample tends also to explore all the methods and tools in **BE/EOP** teaching by the promotion of the prominence of the finalities, in addition to far-reaching results on the macro and micro levels.

The observation method provides quite precision and measurements since we were (the observer) allowed to interacts directly with the observed learners, moreover, it helps me to identify strengths and weaknesses for individual learners in addition to taking active steps towards improving upon them.

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from a different vantage point, and supported us to offer new insight into our teaching practices. To be most effective, observations might be withheld and used in anticipate sense, lest the evaluator observe an inauthentic environment and the result of these observations can often be distorted data. At the end, we have opted to present   recommendations that are intended to help guide the researchers towards the most appropriate and effective directions to their research project.

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General Conclusion

 Language learning is directly associated with a multitude of disciplines such as linguistics, anthropology, psychology, sociology, and education. All of them contribute more insights into the process of language acquisition that evolves through time. It is a complex and polyvalent field; this is why foreign language researchers divaricate according to different prospects.

Teaching English has been under the growing influence of the new technological, educational and social advancements in Algeria. Improving curricula in each of these settings in a sense was based on the new trends of teaching. Before, English was taught using old textbooks with traditional methods. Moving up to 2000, new course books were written, but the same old methods were used. After this period a radical change took place where the communicative approach was used along with new textbooks written by British authors trying to fill certain gaps within various categories of learners but other problems and challenges have emerged. Concerning foreign language learners, specifically adult learners, they usually confront difficulties in acquiring a foreign language about more basic life skill.

Tracing insights from our teaching experience and exposure to the educational milieu, we have noticed that many researchers and instructors conducted a multitude of approaches to examine the major traits of teaching the English language for specific purposes. ESP teaching is a dynamic process that teaches a special genre of language for specific purposes by meeting learners' needs. Data analysis has revealed that the teaching practices are almost the same in the EFL and the ESP contexts, where teacher-centred classrooms, exam-oriented activities, and traditional teaching methods are dominant.

The results of the study in hands validate questioning the boundaries established in English language teaching literature between teaching/ learning English in EAP versus EOP contexts. It is found that such differentiations are not solid as the educational policies in both contexts do not isolate language acquisition in the classroom from language use in the target community.

In the light of the processing data, analysis and results' it is concluded that **ELT** practices in the **BE** context are significantly better than the EOP practices as proven by their effect on the learning

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outcomes. **ESP** practices should be researched thoroughly to take them as a model for all English language-specific programs and precisely in the SONATRACH language learning centre aiming at suggesting further improvement in **EOP** learning.

Many education professionals have realized that the traditional expository method and dogmatic type of teaching methodologies are an obsolete drift that prevents them from introducing new teaching pedagogy to work on new content, at various levels. Obviously, in ESP learning institutions teachers and language practitioners ought to be accorded with interesting materials and information relevant to teaching a specific genre of English and more broadly imparting new knowledge and the necessary skills.

It is hoped that through this study, we will assist students and teachers pedagogically and make a better learning environment. The purpose of this study analysed the needs of English learning as perceived by learners themselves. Our results reveal discrepancies between what is taught at the learning institution of SONATRACH and the requirements of the workplace moreover, how it can be used to improve GSE students' understanding of what English abilities are necessary for their future occupations.

Due to the importance of motivation in the process of learning, as far as learning skills are concerned, reading skill distinguishes between reading to learn and learning to read. The present study aims to investigate **BE** and **EOP** learners' views on the situational factors which may motivate them to master verbal communicative skills and to do well at language structures. ESP students are most willing to read when special terminologies are explained, the content of the books is easy to follow and accompanied by clear graphs, tables, and illustrations. Hereby, reading skills are acquired and could be applicable whenever they are needed.

In the same vein, the **BE** and **EOP** informants' perceptions of communication skills were mismatched and were considered vital for both of them. In addition, their perceptions of the required writing skills for specific tasks also differed, and the results indicate that the **EOP** learners do not always learn the skills that they need, though ESP syllabi are designed to serve as a guide to particular linguistic features and specific discourses based on targeted competency development.

Therefore, **ESP** educational institutions have to advocate innovation and progression in instructional materials related to syllabus and documents, moreover, to make the English teaching

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methods more dynamic, interactive and engaging in different and specific contexts. **BE** and **EOP** require the mastery of a certain level of English because the learners are exposed to language acquisition and special content learning as well. Yet, these fields of learning intimately make use of an appropriate syllabus with a special language, specific structures, and technical vocabulary to deliver specific functional activities.

The specificity of ESP means to adopt the communicative approach so as to combine the teaching of specific content, in addition to developing the related communicative skills (in listening/speaking or writing). It has also to approach learner- centred strategy to develop the social and behavioural skills that go along with learning the language for specific purposes.

This paper describes the analysis of learners' target language needs. So, the emphasis throughout is a theoretical presentation of the main aspects and theories through which needs analysis tool can be carried out for any foreign language study. Meanwhile; the variation of causes and the context in which ESP learning is occurring leads to differences in the ways and of course in the effects. For example, the research conducted in SONATRACH learning institution is quite different from that taking place in GSE, hereabouts, the circumstances are quite different and, the determination of the methods and procedures differ completely.

for the curriculum design process, the planning and development of each stage in the curriculum development process need to be carried out by different specialists who have expertise in each process; such as specialists in syllabus design, methodology, and assessment. Moreover, ESP teachers ought to be involved in order to select the themes and subjects and the type of tasks/activities.

This specialist approach" as called by (Graves 2008) highlights that for each branch of ESP, (EAP-EOP), practitioners perform different curricular functions, use different discourses, and produce different syllabuses products. The alignment between the different components of the curriculum is always needed from input, process, to output and which overlaps the selection of teaching activities, techniques plus methods.

ESP curriculum development should start by identifying the processes of inquiry like investigation, decision-making reflection, discussion, interpretation, critical thinking, making choices, and co-operating between teachers and between teachers and learners.

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The strength of the curriculum is founded on the idea that knowledge must be speculative, generally developing a curriculum typically starts with the design of a syllabus comprising the content and language components. then the use of suitable instructional materials and activities for delivering, reviewing as well as assessing instruction then designing a methodology that is compatible with a communicative syllabus.

The development of principles for assessment aims to evaluate learners' understanding and their communicative language ability. So, the notion of communicative competence is related to the development of a communicative syllabus model sequenced from simple to more complex and built toward the desired learning outcomes.

This approach would have a powerful influence on the design of the ESP syllabus. It ought to reflect the audio-lingual, audio-visual/situational, topic-based, and functional notional approaches to ESP teaching and learning, given that they could conceptualize a communicative ability in terms of good grammar and focused on the ability to understand and produce appropriate speech/ discourse related to particular situations.

 The striking point is that it is the responsibility of the ESP teacher or course designer to work out how the outcomes can be achieved and to develop teaching strategies and materials and content relevant to the context in which they are teaching through the identification of the domains of language use, what the learners need to acquire and the development of their metalinguistic awareness. Teachers need to approach technology-based pedagogy that can be served as mediating between teachers and learners. The use of technology-based techniques can foster learners' self-directed actions and help them to be more autonomous, besides, it can create a safe relaxed atmosphere.

Most importantly and depending on the type of course and its context, ESP teachers can draw on a range of relevant, meaningful, and engaging activities that increase student motivation more naturally, activities that involve cooperative, task-based, experiential, and project-based learning. In ESP, the teacher's knowledge of the learners' needs, interests and learning styles, the understanding of the teaching context and the outcomes he wants to achieve will depend upon the main core of the teacher's principles, thinking, and decision-making.

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To reach the desired goals, educators need to perform in a collaborative atmosphere, by setting up regular and formal meetings about teaching plans through an ambitious agenda to foster collaboration. Moreover, administrators could reorganize schedules, reallocate staffing and devote other resources to supporting more effective collaboration. Educators/ teachers could also introduce elements of collaboration into their existing approaches to work by coordinating with their colleagues and the administrative staff.

The teaching process is quite complex that the in-service training can help to overcome the challenges of the job. Generally, in ESP a reflective practitioner is an informed teacher who has an extensive knowledge base about teaching and learning through self-inquiry. Teachers Professional Development (training) stipulates opportunities for ESP teachers to explore new roles, develop new instructional techniques, and refine their practice.

On top of everything else, many stages and techniques have drawn the attention of the researcher like data and how they affect the quality of the research. The learners' responses and their awareness affect the validity of the fundamental information used by the researcher as teacher and course designer. On the other hand, the process of observation and taking notes during learners' interactions may also affect the learners' behaviour and attitudes when they feel under control and regularly observed. So, teachers need more expertise and proficiency to collect the necessary data and note them. However, interviews and questionnaires make the informants more or less aware of what the researcher is seeking to know.

Since there is variance in learners' background knowledge and skills, previous educational experiences, major interests and motivations, this diversity is manageable if handled skilfully and can provide substantial benefits to the educational context and to learners group, o otherwise, it would create disequilibrium and disinterested learners.

Concerning speaking proficiency, the ESP teachers do not always succeed to form competent speakers in English, since learners do not acquire language knowledge and then face the challenge to translate all the acquired knowledge into spontaneous and natural language use. in learner-centred approach, students are confronted with the kinds of tasks that they are supposed to be able to perform in and outside the classroom and learn about relevant forms of language. Moreover,

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teachers need to master the appropriate strategies that take into consideration the different parameters of oral communication such as pronunciation features.

Mainly, the communicative tasks have to be identified through the analysis of the learners' needs and by applying the appropriate methodology. In this sense various teaching strategies could be employed to achieve the goals; however, ESP teaching methods cannot be selected before describing the noted outcomes, otherwise; activity-oriented approaches would not meet the criterion of useful instructional design.

The effective teaching methods usually improve and contribute to attaining the objectives and a criterion-referenced approach would be used for assessment. Richard (2013) advocates that there is no place for individually-determined learning outcomes: the outcomes are determined by the curriculum designer. The methodology of teaching ESP ought to require communicative language use, from which the learners' requirement for specific aspects of language would be met. The emphasis on precision and clarity influenced the appearance of needs assessment.

Needs analysis is part of the process by which aims and objectives are determined. Identifying learning outcomes or objectives is often seen to depend upon a systematic analysis of the learners' communicative needs, identifying linguistic content and skills needed to attain the objectives, and selecting materials and teaching methods. Purposefully, the use of an objectives-based approach in curriculum design is an efficient view of education and a justified finality.

In education, teaching and assessment communicate knowledge to each other at every stage of the teaching/learning process. However, in previous methods, achievement testing has the role of assessment of learning; but actually, it has to do with the assessment of learning. So, to make learning a meaningful action learners' motivation should be encouraged and rewarded. All in all, the processes of planning and enacting courses and evaluating learners' language acquisition are interrelated and dynamic, not sequential. They inform and influence each other. Therefore, evaluation aims to improve teaching and learning, not just to measure it.

As the main actors in the process of teaching and learning, learners are themselves creators of meaning and collaborators in understanding and extending knowledge. Collaborative learning includes preparing students for real-life situations, promoting student engagement in learning activities, and increasing student responsibility. In EOP institutions, trainees are introduced to ESP

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learning, but the existing syllabuses lacked efficiency and effectiveness which might have improved their content and assessment format. In reality, these syllabuses are short to meet the learners' specialism, profiles, requirements, and expectations. Because of these inadequacies, our thesis attempted to expose and present the methods of analysis and syllabus design suggesting implementing appropriate and adequate ESP syllabi for each category of learners (see population description.)

It is learner-centred that seeks to provide learning experiences that enable learners to learn by their efforts, i.e., learners are active participants in shaping their own learning. Moreover, it views learning as a creative problem-solving activity and acknowledges the uniqueness of each teaching-learning context.

To adjust the ESP syllabus and Curriculum, the learner is the main focus of attention in addition to the learning community. Learning takes place in a context and evolves through the interaction and participation of the learners themselves. Moreover, learning is not viewed as constructing new knowledge through participating in specific learning and social contexts, in addition, to being engaged in particular types of activities and processes. This is why teachers and learners perform a crucial role in designing and developing Pedagogical documents and Procedures.

With its wide sense, the ESP curriculum refers to the emphasis on syllabus specification and more on methodological principles and procedures. It is more concerned with learning processes than predetermined objectives.

To finish with all this, foreign language educators and especially English teachers have to establish their teaching content on the learners' deficiency according to findings of the elaborated surveys via questionnaires, interviews, tests, etc. Whereas, in some cases (Algeria) almost all the ESP institutions and schools the situation is extremely slowly improving.

The mainspring of this situation may be summarized in the educators' limited expertise or insufficient specialist knowledge, i.e., the specific fields concerned by this type of learning. That is to say, no procedures of a needs analysis are managed in these institutions; moreover, the reliability and validity of the results drawn from various academic research are rarely discussed instead of saying never taken into consideration.

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General Conclusion

As matter of fact, the acquisition and the sufficiency of learners' language are very complex and sensitive factors, especially in communicative skills. They represent the primary source of needs information. Furthermore, learners themselves are quite conscious of the importance of being consulted. Whatever is the reason for studying language, needs investigation is the essential stage to complete the diagnosis and administer adequate syllabus, accurate learning methods as well as approaches to function successfully in specific target discourse.

In our case study, there is an absence of the current approaches and articulated methodologies of teaching. The utility of communicative approach has to be introduced as a key to implementing the ESP syllabus. The English language had been taught to foster strong and successful means of communication with foreign partners and in the worldwide market. This means to be employed either round the tables of discussions/ negotiations (meetings, bidding, contract, etc.), to gain comprehension, good use of English documents, or perfect interaction on the sites of work across the national territory.

At this stage, language deficiency appears in certain individuals whose jobs required the English language and their needs are never being analysed. To define accurately the present situation in our investigation, it is time to fill in the gap between the desired performance and the current performance. Propositions were made to incorporate a graded relevant syllabus intelligently designed with appropriate and dynamic teaching methods.

Obviously, teachers who actively engage in learners' needs analysis are likely to have more effective teaching plans, tailored to the specific needs of their students. So, teachers with formal training in needs analysis or extensive teaching experience are more likely to incorporate learners' needs analysis into their teaching plans compared to those without such training or experience.

Even when needs analysis is conducted, teachers may not effectively communicate how they are addressing identified needs in their teaching plans, leading to a perceived disconnect between learner needs and instructional strategies. This alignment could contribute to the overall efficiency of the syllabus.

In this vein, it is anticipated that learners experience a clear connection between their identified needs and the content, objectives, and activities in the syllabus. A well-customized and learner-

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centred syllabus, based on needs analysis, is expected to result in increased learner satisfaction and engagement. A needs-based syllabus should prioritise essential language skills and competencies to lead to more efficient learning outcomes. Learners should demonstrate proficiency in the prioritised areas, contributing to the overall effectiveness of the syllabus.

If the needs analysis considers learner interests and goals, the resulting syllabus is expected to enhance learner motivation and engagement. This positive affective domain is likely to contribute to the efficiency of the syllabus in terms of successful learning experiences. A syllabus designed with adaptability in mind, based on needs analysis, is expected to remain relevant and effective over time. The ability to adapt to changes in learner needs or contexts contributes to the overall efficiency and sustainability of the syllabus.

The expectation is that learners completing ESP courses will exhibit enhanced proficiency in specific communication skills pertinent to their chosen field, demonstrating the effectiveness of the courses in skill development. Successful completion of ESP courses is expected to result in learners being able to transfer the acquired language skills to real-world communicative situations, demonstrating the practical utility of the skills learned. Furthermore, they are likely to demonstrate increased motivation and engagement leading to improved communicative language ability due to the relevance of the content to their specific field of learning.

The expectation is that ESP courses, designed to address learners' specific language needs, would lead to targeted improvements in communicative language ability within professional or academic contexts. For example, learners would acquire specialized vocabulary relevant to their field of study or profession, contributing to enhanced communicative language ability within that particular domain and would be more adept at using English in various practical scenarios. The practical orientation of ESP courses is expected to improving practical application of language skills in real-world situations, demonstrating the tangible impact of ESP training on learners' ability to apply their language knowledge.

ESP practitioners and trainers might incorporate flexible instructional approaches to stop struggling with limitations in time, materials, and institutional support. Solutions may involve advocating for

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additional resources or finding innovative ways to optimize existing resources and to keep syllabus content current with continuous professional development, collaboration with industry professionals and regular syllabus reviews. Collaborative efforts with professionals from various fields or interdisciplinary training may be helpful, professional development on assessment design or collaboration with assessment experts maintain high levels of learner motivation and engagement.

From our perspectives, a needs analysis that considers cultural factors in language learning will contribute to the development of a culturally sensitive syllabus. For other questionable issues a syllabus that respects and integrates learners' cultural backgrounds is likely to be more efficient in promoting effective communication and understanding. It helps addressing cultural nuances within professional contexts that poses challenges for ESP teachers. So, researching strategies for enhancing cultural sensitivity in language instruction may be necessary that necessitate collaborative discussions with institutional stakeholders to find a balance by establishing regular feedback mechanisms and creating a culture of continuous improvement.

Lastly, it is really challenging to address the diverse professional backgrounds of learners, potentially resulting in varied effectiveness in developing communicative language ability across industries. However, addressing this complexity ought to require innovative instructional strategies tailored to diverse professional settings.

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Appendixes

- **Appendix (A): Questionnaire for EOP learners**

This questionnaire aims at collecting data about English courses. All provided information is under criterion of confidentiality and anonymity.

 Part 1:

Background Information

1. **Job: ……………….**

2. **Educational qualifications**

   Licence ☐   Engineer ☐   Post-graduate ☐

3. **In which stream were you studying at high school?**

   Experimental Sciences ☐   Literature and Philosophy ☐   Foreign Languages ☐

4. **Indicate the period of learning English**

Academic Level	Period: From … To
► Middle School	► ……………………
► Secondary School	► …………………..
► University	► ………………….

5. **How do you evaluate your English level?**

Very good ☐   Good ☐   Average ☐   Weak ☐   Very weak ☐

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➕ **PART 2**

1- Which language is the most spoken at your work?

Arabic ☐   French ☐   English ☐

2 -Reasons for learning English in your company. (Why do you subscribe for English training courses?)

- Communicating effectively with partners ☐
- Attending meetings ☐
- Writing reports and e-mails ☐
- Others: …………………………………………………………………………………………..

3- Select the best activities for learning English according to you.
- Listen and speak ☐
- Read and do the tasks (exercises) ☐
- Practice (do oral and written activities) ☐
- Pair and group work ☐
- Watching videos and games ☐

- Add other activities:

…………………………………………………………………………………………………..

4- Do you use course books in the English training courses?   Yes ☐   No ☐

If yes, how do you find these course books?
- Interesting ☐
- Not interesting ☐
- Irrelevant ☐
- Boring ☐

5- select the best methods to improve your learning skills

❖ **Listening:**
Listen to native speakers ☐   watch films and videos ☐   practice of sounds ☐

❖ **Speaking:**
Listen and repeat ☐   interact with peers ☐   learn pronunciation ☐

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❖ **Reading:**

Reading passages ☐ understanding and spelling ☐ manipulate sounds in words

❖ **Writing:**

Making sentences ☐ combination of words and sentences ☐ using dictionaries ☐

6- Tick the correct answer according to you

Sentences	*Agree*	*Undecided*	*Disagree*
a) -The study of English grammar is important in order to speak fluently.			
b) -Teaching Grammar should be integrated with other skills			
c) -Learning grammar through repeated practice helps learners to use structures correctly.			
d) -The principal role of the teachers in teaching grammar is to explain rules.			
e) -Grammar learning is more effective when learners work out the rules by themselves.			

7- The study of English vocabulary can be done through:

- memorization ☐
- Words in isolation ☐
- context and meaning ☐
- fun and games ☐
- Others …………………………………………………………………………

8- Is it possible to improve your English without using course-books or teachers?

Justify: …………………………………………………………………………………

9- Are there any other points you would like to add and which have not been included?

…………………………………………………………………………………………

…………………………………………………………………………………………

(Thanks again for completing this questionnaire; your help is greatly appreciated.)

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- **Appendix (B): Questionnaire for BE learners**

This questionnaire aims at collecting data about English courses. All provided information is under criterion of confidentiality and anonymity.

✚ **Part 1:**

Background Information

1. **Job: ………………….**

2. **Educational qualifications**

Licence ☐   Master ☐

3. **In which stream were you studying at secondary school?**

Experimental Sciences ☐   Economy and management   ☐

4. **Indicate the period of learning English**

Academic Level	Period: From … To
► Middle School	► ……………………
► Secondary School	► …………………..
► University	► ………………….

5. **How do you evaluate your English level?**

Very good ☐   Good ☐   Average ☐   Weak ☐   Very weak ☐

✚ **PART 2**

1. **Which language is the mostly used in your studies?**

Arabic ☐   French ☐   Englis ☐

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2. Reasons for learning English

- Doing research ☐
- communicating effectively in your future job ☐
- because most available documents are published in English ☐
- because it is an obligatory course in the curriculum ☐

Others: …………………………………………………………………………….

3. Select the activities you consider the best to learn English.

- Listen and speak ☐
- Read and do the tasks (exercises) ☐
- Practice (do oral and written activities) ☐
- Pair and group work ☐
- Watching videos and games ☐

- Add other activities: …………………………………………………………….

4. Do you use course books in the English courses?   Yes ☐   No ☐

If no, what do you use?   How do you find the documents that you use?
- Interesting ☐
- Not interesting ☐
- Irrelevant ☐
- Boring ☐

5. Select the best activities to improve the learning skills.

❖ **Listening:**
Listen to native speakers ☐   watch films and videos ☐   practice of sounds ☐

❖ **Speaking:**
Listen and repeat ☐   interact with peers ☐   learn pronunciation ☐

❖ **Reading:**
Reading passages ☐   understanding and spelling ☐   manipulate sounds in words ☐

❖ **Writing:**
Making sentences ☐   combination of words and sentences ☐   using dictionaries ☐

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6. **Rate the following according to (agree, undecided or disagree)**

Sentences	Agree	Undecided	disagree
a) -The study of English grammar is important in order to speak fluently.			
b) -Teaching Grammar should be integrated with other skills			
c) -Learning grammar through repeated practice helps learners to use structures correctly.			
d) -The principle role of the teachers in teaching grammar is to explain rules.			
e) -Grammar learning is more effective when learners work out the rules by themselves.			

7. **The study of English vocabulary can be done through:**

- memorization ☐
- Words in isolation ☐
- context and meaning ☐
- fun and games ☐
- Others ……………………………………………………………………………………

8. **Is it possible to improve your English without using course-books or attending courses?**
……….

Justify: …………………………………………………………………………………………….

9. **Are there any other points you would like to add and which have not been included?**

……
……

(Thanks again for completing this questionnaire; your help is greatly appreciated.)

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- **Appendix C1: Transcription of ESP Teachers Interviews (Interview 1)**

- **R: Good morning**

- T: Good morning

- **R: Thanks for accepting to answer to our questions**

- T: hum, you are welcome.

- **R: What degree do you hold? What are your research interests?**

- **T:** I hold a magister in applied linguistics. I work on ESP. I am particularly interested in the scientific discourse and exactly in EAP / EOP Teaching and learning.

- **R: How long have been teaching English?**

- **T:** I have been teaching English for twenty-four years.

- **R: Have you taught ESP?**

- **T:** Yes, I have.

- **R: Which domain/ branch of ESP do you teach?**

- **T: I** teach EAP/ business English and I also thought EOP.

- **R: Do you think teaching ESP is similar to teaching EGP? and why?**

- **T:**   Teaching ESP is not similar to teaching EGP; because ESP deals with more specialised knowledge, but teaching EGP covers all different aspects of the English language .

- **R: Do you have any specialist knowledge concerning the domain you are teaching?**

- **T:** Yes, I do.

- **R: Did you have any special training?**

- **T**: No, I did not. But I would have preferred if I do.

- **R: Have you ever faced any problems while teaching ESP?**

- **T:** No, I have not.

- **R: What background knowledge a teacher of ESP is required to develop?**

- **T:** Teachers are required to develop their professional knowledge of ESP, through teacher training, and teaching experience. More importantly, to grasp theoretical concepts (knowing what) and performance skills (knowing how), with continuous development in his/ her field of education and research.

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- **R: Does your institution provide you with any teaching materials?**

- **T:** Yes, it does,

- **R: What do you think about these materials?**

- **T:**   They are not sufficient, for we need language laboratories.

- **R: What are the teaching materials you use?**

- **T:**   I use computers, data shows, board and hand-outs.

- **R: What is the size of the group?**

- **T:** The group is constituted about thirty students.

- **R: Are the groups homogenous?**

- **T:** Yes, they are.

- **R: What is the academic profile or professional career of your learners?**

- **T:** The kind of learners I teach will specialize in the following fields once they go through common core training: energy economics, digital economics, digital finance, management, and entrepreneurship.

- **R: How can you grade their level in English?**

- **T:** It is not easy to do this, but I would rather say that the students' levels vary between intermediate and pre-intermediate and others have very little knowledge of the English language.

- **R: Are they really motivated to attend the ESP course?**

- **T:** Yes, they are.

- **R: How would you rate their attentiveness and performance?**

- **T:** Their attentiveness and performance are dependent on their level, but some students in spite of their average or weak level they are attentive.

- **R: Do you have an idea about their learning objectives?**

- **T:** Yes, I do.

- **R: What are they?**

- **T:** So, their main objective is communicating successfully.

- **R: Have you ever conducted a needs analysis?**

- **T:** Yes, I have.

- **R: Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

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- **T:** I employ all the tools mentioned.

- **R: Does your hierarchy provide teachers of ESP with a curriculum?**

- **T:** No, it does not.

- **R: How are the syllabi designed?**

- **T:** Syllabi are group work designed.

- **R: What teaching strategies do you use to prepare the lessons?**

- **T:** I use different strategies namely: visualisation of information, implementing technology in the classroom, inquiry-based instruction.

- **R: Do you think the courses are appropriate to the trainees' profile?**

- **T:** Yes, they are. However, I believe in continuous modification of the content of the lessons and teaching methods.

- **R: How do you select the content of the course?**

- **T:** I select the content of the course depending on learners' needs and I make sure the content comprises the four skills of English.

- **R: Do the institution provide you with the necessary documents?**

- **T:** no, I use my own documents.

- **R: Do they fit the learning needs?**

- **T:** Yes, they do.

- **R: What methodology do you use when teaching ESP?**

- **T:** The information is usually transferred by reading a text or watching a video related to the topic studied.

- **R: Does it depend on the learners' level? learners' specialism? or the Subject itself?**

- **T:** It depends on all the aspects mentioned above.

- **R: Which tasks are common/ the same for both EGP and ESP courses?**

- **T:** the same tasks are reading and comprehension tasks, listening to audio then doing exercises about listening and speaking, moreover, grammar courses then some tasks for the application of certain rules.

- **Would you cite the main difficulties that face the teaching of ESP**

- **T**: The main challenges are: lack of training opportunities for ESP teachers and the difference of students' levels, as well as specialist knowledge acquisition.

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- **R: What are the skills you think important to develop for ESP learners?**

- T: well, the different skills are: Problem solving and critical thinking, Effective and communication, accessing information, and developing learners' Curiosity.

- **R: Do you use ICT in ESP classes?**

- **T:** Yes, I use them a lot.

- **R: How can they help in ESP education?**

- **T:** They foster students' oral communication and their capacity to improve it.

- **R: How do you evaluate the learners?**

- **T:** I evaluate the learners through questions in class, tests, and exams.

- **R: Do the learners acquire the necessary specific language knowledge?**

- **T:** Yes, they do.

- **R: Do they develop their communicative capacities?**

- **T:** Yes, some of them do.

- **R: How do you assess the students' language acquisition?**

- **T:** I assess them using: questions, tests and exams.

- **R: Are you satisfied with the learners' level after each level of learning?   Why?**

- **T:** Yes, I am. I feel that the majority of learners succeed in improving their level by making personal effort and enjoying what they do.

- **R: What do you suggest for an ESP curriculum?**

- **T:** well, I suggest specific tasks and focus on language in context, usage of learner's background knowledge and operational and communicative syllabus focus.

- **R:** thank you

- **T:** thank you

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- ■ **Appendix C2: Transcription of ESP Teachers Interviews (Interview 2)**

- **R: Good morning**

- **T: Good morning**

- **R: Thanks for accepting to participate to our interview**

- **T:** It is my pleasure.

- **R:** What are your current d**egree** and research interest?

- **T:** I hold a PhD in African civilisation. I work on culture and tourism.

- **R:** How long have been teaching English?

- **T:** I have been teaching English for twenty-six years

- **R: -Have you taught ESP?**

- **T:** Yes, I have.

- **R: Which branch of ESP do you teach?**

- **T:** I teach EAP/ business English.

- **R: Do you think teaching ESP is similar to teaching EGP? and why?**

- **T:** Teaching ESP is not similar to teaching EGP because ESP requires more specialised knowledge, but teaching EGP involves information about all language aspects such as grammar and vocabulary.

- **R: Do you have any specialist knowledge concerning the domain you are teaching?**

- **T:** Yes, I do.

- **R: Did you have any special training?**

- **T:** No, I did not

- **R: Have you ever faced any problems while teaching ESP?**

- **T:** No, I have not.

- **R: What background knowledge a teacher of ESP is required to develop?**

- **T:** The necessary professional and specialist knowledge of the ESP teacher

- **R: Does your institution provide you with any teaching materials?**

- **T:** Yes, it does.

- **R: What do you think about these materials?**

- **T:** They are available and good.

- **R: What are the teaching materials you use?**

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- **T:** I use computers, data shows, and board.

- **R: What is the size of the group**?

- **T:** generally, the group is constituted of thirty students.

- **R: Are the groups homogenous?**

- **T:** Yes, they are.

- **R: What is the academic profile of your learners?**

- **T:** they will specialize in finance, and management.

- **R: How can you grade their level in English?**

- **T:** I would grade their level between good and average

- **R: Are they really motivated to attend the ESP course?**

- **T:** Students' motivation is relevant to their level of English. I mean good students are always more motivated.

- **R: How would you rate their attentiveness and performance**

- **T:** Their attentiveness and performance are also dependent on the content and the course.

- **R: Do you have an idea about the students' learning objectives? What are they?**

- **T:** Their main objective is to communicate correctly and fluently.

- **R: Have you ever conducted a needs analysis?**

- **T:** Yes, I have.

- **R: Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

- **T:** Generally, I use interviews.

- **R: Does your hierarchy provide teachers of ESP with a curriculum**?

- **T:** No, it does not.

- **R: How are the syllabi designed?**

- **T:** Syllabi are designed by teachers of English within the institution.

- **R: What do you mean? Are they self- designed, institution specially designed or group work designed ones?**

- **T:** They are group work designed.

- **R: What teaching strategies do you use to prepare the lessons?**

- **T:** I use different strategies like: visualisation of information, employing technology in the classroom, inquiry-based instruction and the necessary books

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- **R: Do you think the courses are appropriate to the students' profile?**

- **T:** Yes, they are.

- **R: How do you select the content of the course?**

- **T:** I make sure the content comprises the four skills of English.

- **R: Are the documents provided by the institution, or you use your own documents?**

- **T:** I use my own documents.

- **R: Do they fit the learning needs of your students?**

- **T:** Yes, they do.

- **R: What methodology do you use when teaching ESP?**

- **T:** The information is usually transferred by reading a text or watching a video related to the topic studied.

- **R: Does it depend on the learners' level? learners' specialism? or the Subject itself?**

- **T:** It depends on all the aspects mentioned above.

- **R: Which tasks are common/ the same for both EGP and ESP courses?**

- **T:** Yes, the same tasks are given.

- **R: Would you cite the main difficulties that face the teaching of ESP.**

- **T:** The main one is: lack of training opportunities for ESP teachers and the difference of students' levels.

- **R: What are the skills you think important to develop for ESP learners?**

- **T:** Generally, they are problem solving and critical thinking

- **R: How can they help in ESP education?**

- **T:** They foster students' oral communication and their capacity to express themselves.

- **R: How do you evaluate the students?**

- **T:** Generally, I evaluate them through questions in class, tests, home works and exams.

- **R: Do the learners acquire the necessary specific language knowledge?**

- **T:** Yes indeed, they do inquire the language knowledge.

- **R: Do they develop their communicative capacities?**

- **T:** Not all, but most of them.

- **R: How do you assess the students' language acquisition?**

- **T:** I assess them using: quizzes, tests and exams.

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- **R: Are you satisfied with the learners' level after each level of learning?**
- **T:** Yes, I am. Because the majority of the students succeed in improving their level and making effort.
- **R:-what do you suggest for an ESP curriculum?**
- **T:** For ESP curriculum, I suggest for designing of operational and communicative syllabus focus.
- **R: thank you very much for your time and patience. That was very informative.**
- T: Thank you

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- **Appendix C3: Transcription of ESP Teachers Interviews (Interview 3)**

- **R: Good afternoon**

- **T: Good afternoon**

- **R: Thank you for accepting to answer some questions about my research.**

- **T: You are welcome**

- **R: First what are your current degree and research interest?**

- **T:** I hold a PhD in civilisation. I work in different fields of research but I am particularly interested in English spoken areas.

- **R: How long have been teaching English?**

- **T:** I have been teaching English for ten years.

- **R: Have you taught ESP?**

- **T:** Yes, I have.

- **R: Which branch of ESP do you teach?**

- **T:** I teach EAP/ business English.

- **R: Do you think teaching ESP is similar to teaching EGP?**

- **T:** Teaching ESP is similar to teaching EGP but teaching EGP involves mainly thorough information about different language aspects such as grammar and vocabulary.

- **R: Do you have any specialist knowledge concerning the domain you are teaching?**

- **T:** Yah, certainly I do.

- **R: Did you have any special training?**

- **T:** No, I did not, but we would have preferred to have training.

- **R: Have you ever faced any problems while teaching ESP?**

- **T**: No, I have not.

- **R: Do you have an idea about the students' learning objectives?**

- **T**: Of course, I do

- R: **What are they?**

- **T: umm, to succeed in their studies and to speak English correctly and fluently.**

- **R: What background knowledge a teacher of ESP is required to develop?**

- **T**: The necessary professional knowledge, moreover; ESP teachers should be good at physical, verbal and written communication.

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- **R: Does your institution provide you with any teaching materials?**

- **T:** Yes, it does.

- **R: What do you think about these materials?**

- **T:** They are available and useful.

- **R: What are the teaching materials you use?**

- **T:** I use computers, data shows, and board.

- **R: What is the size of the group?**

- **T:** The group is constituted of not more than thirty students.

- **R: Are the groups homogenous?**

- **T:** Yes, they are.

- **R: What is the academic profile or professional career of your learners?**

- **T:** The kind of learners I teach will specialize in the following fields once they go through common core training: energy economics, digital economics, digital finance, and management.

- **R: How can you grade their level in English?**

- **T:** It is not easy to determine students' level, however, I would rather say that some of them have an intermediate level, some have a pre-intermediate level, and others have very little knowledge of the English language.

- **R: Are they really motivated to attend the ESP course?**

- **T:** Students' motivation is relevant to their level of English.

- **R: How would you rate their attentiveness and performance?**

- T: Their attentiveness and performance are also dependent on their level.

- **R: Do you have an idea about their learning objectives?**

- **T:** Yes, I do. Their main objective is to speak English fluently **as native speakers.**

- **R: Have you ever conducted a needs analysis?**

- T: Yes, sometimes

- **R: Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

- **T:** I employ all the tools mentioned.

- **R: Does your hierarchy provide teachers of ESP with a curriculum?**

- **T:** No, it does not.

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- **R: How are the syllabi designed?**

- **T:** Syllabi are designed by teachers of English within the institution. (They are group work designed).

- **R: What teaching strategies do you use to prepare the lessons?**

- **T:** I use different strategies namely: visualisation of information, implementing technology in the classroom, Project presentation.

- **R**: **Do you think the courses are appropriate to the students' profile?**

- **T:** Yes, they are. However, I believe in continuous modification of the content of the lessons and teaching methods.

- **R: How do you select the content of the course?**

- **T:** I select the content of the course depending on learners' needs and I make sure the content comprises the four skills of English.

- **R:-Are they provided by the institution, or you use your own documents?**

- **T:** I use my own documents.

- **R: Do they fit the learning needs?**

- **T:** Yes, they do well

- **R: What methodology do you use when teaching ESP?**

- **T:** The information is usually transferred by reading a text or watching a video related to the topic studied.

- **R: Does it depend on the learners' level? learners' specialism? or the Subject itself?**

- **T:** I think It depends on all the aspects mentioned above.

- **R: Which tasks are common/ the same for both EGP and ESP courses?**

- **T:** Yes, the same tasks are reading comprehension tasks, pair and group works, grammar exercises, etc.

- **R: Would you cite the main difficulties that face the teaching of ESP**

- **T:** The main challenges are: lack of training opportunities for ESP teachers and the difference of students' levels and the acquisition of the specialist knowledge.

- **R: What are the skills you think important to develop for ESP learners?**

- **T:** well, the different skills are: comprehension and understanding, listening and speaking in addition to reading and writing.

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- **R: Do you use ICT in ESP classes?**

- **T:** Yes, I do.

- **R: How can they help in ESP education?**

- **T:** as you know, ICT foster students' oral communication and their capacity to improve it.

- **R: How do you evaluate the students?**

- **T:** I evaluate the learners through questions in class, tests, and exams.

- **R: Do the learners acquire the necessary specific language knowledge?**

- **T:** Yes, they do

- **R: Do they develop their communicative capacities?**

- **T:** Not always, some learners do develop their communicative capacities, others no...

- **R: How do you assess the trainees' language acquisition?**

- **T:** I assess them using: questions, tests and exams.

- **R: you satisfied with the learners' level after each level of learning? Why?**

- **T:** Yes, I am. I feel that some learners succeed in improving and enjoying what they do.

- **R: what do you suggest for an ESP curriculum?**

- **T:** Important features of ESP curriculum are: usage of learner's background knowledge and operational and communicative syllabus focus.

- **R:** thanks a lot for your help.

- **T:** thanks, good bye.

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- ■ **Appendix C4: Transcription of ESP Teachers Interviews (Interview 4)**

- **R: Good morning**

- **T: Good morning**

- **R: Thank you for accepting to answer some questions. The first question is what are your current degree and research interest?**

- **T:** I hold a PhD in post- colonial literature and civilisation. I work on fiction texts written by non-native speakers of English. I am particularly interested in the representations of female characters, the use of time, and the narrative techniques applied in the set forth texts.

- **R: How long have been teaching English?**

- **T:** I have been teaching English for ninety years.

- **R: Which branch of ESP do you teach?**

- **T:** I teach EAP/ business English.

- **R: Do you think teaching ESP is similar to teaching EGP? and why?**

- **T:** Teaching ESP is not similar to teaching EGP because the former requires more specialised knowledge.

- **R: Do you have any specialist knowledge concerning the domain you are teaching?**

- **T:** Yes, of course I do.

- **R: Did you have any special training?**

- **T:** No, I did not. But I would have preferred I did.

- **R: Have you ever faced any problems while teaching ESP?**

- **T:** in reality no, I have not

- **R: What background knowledge a teacher of ESP is required to develop?**

- **T:** The necessary professional knowledge of the ESP teacher, which is gained through professional schooling, teacher training, and teaching experience, comprises both relevant theoretical concepts (knowing what) and performance skills (knowing how). Teachers should ideally be good at physical, verbal and written communication.

- **R: Does your institution provide you with any teaching materials?**

- **T**: Yes, it does.

- **R: What do you think about these materials?**

- **T: frankly speaking,** they are available and useful.

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- **R**: **What are the teaching materials you use?**

- **T:** I use computers, data shows, and speakers.

- **R: What is the size of the group?**

- **T:** The group is constituted of not more than thirty students.

- **R: Are the groups homogenous?**

- **T:** Yes, they are.

- **R: What is the academic profile or professional career of your learners?**

- **T:** The kind of learners I teach will specialize in the following fields once they go through common core training: energy economics, digital economics, digital finance, and management.

- **R: How can you grade their level in English?**

- **T:** I would rather say that some of them have an advanced level, some of them have an intermediate level, some have a pre-intermediate level, and others have very little knowledge of the English language.

- **R: Are they really motivated to attend the ESP course?**

- **T:** Students' motivation is relevant to their level of English.

- **R: How would you rate their attentiveness and performance?**

- **T:** Their attentiveness and performance are also dependent on their level.

- **R: Do you have an idea about their language learning objectives?**

- **T**: Yes, I do. Their main objective is developing their communicative skills.

- **R: Have you ever conducted a needs analysis?**

- **T:** Yes, I have. I use interviews to detect the learners' needs.

- **R: Does your hierarchy provide teachers of ESP with a curriculum?**

- **T:** No, it does not.

- **R: How are the syllabi designed?**

- **T:** Syllabi are designed by teachers of English within the institution.

- **R: Are they self- designed, institution specially designed or group work designed ones?**

- **T:** most of the time, they are group work designed.

- **R: What teaching strategies do you use to prepare the lessons?**

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- **T:** I use different strategies namely: visualisation of information, implementing technology in the classroom, inquiry-based instruction.

- **R: Do you think the courses are appropriate to the trainees' profile?**

- **T:** Yes, they are. However, I believe in continuous modification of the content of the lessons and teaching methods.

- **R: How do you select the content of the course?**

- **T:** I select the content of the course depending on learners' needs and I make sure the content comprises the four skills of English.

- **R: Are they provided by the institution, or you use your own documents?**

- **T:** I use my own documents.

- **R: Do they fit the learning needs?**

- **T:** Yes, the do.

- **R: What methodology do you use when teaching ESP?**

- **T:** The information is usually transferred by reading a text or watching a video related to the topic studied.

- **R: Does it depend on the learners' age? learners' specialism? or the Subject itself?**

- **T:** It depends on all the aspects mentioned above.

- **R: Which tasks are common/ the same for both EGP and ESP courses?**

- **T:** Yes, the same tasks are given.

- **R: Would you cite the main difficulties that face the teaching of ESP**

- **T:** The main challenges are: lack of training opportunities for ESP teachers and the difference of students' levels.

- **R: Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

- **T:** I employ all the tools mentioned.

- **R: What are the skills you think important to develop for ESP learners?**

- **T**: I think the skills are: problem solving and critical thinking, effective and oral communication, accessing and analysing information, and curiosity and imagination

- **R: Do you use ICT in ESP classes?**

- **T:** Yes, I do.

- **R: How can they help in ESP education?**

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- **T:** They foster students' oral communication and their capacity to improve it.
- **R: how do you evaluate the Trainees?**
- **T:** I evaluate the learners through questions in class, tests, and exams.
- **R:** Do the learners acquire the necessary specific language knowledge?
- **T**: Yes, they do.
- **R: Do they develop their communicative capacities?**
- **T:** Yes, they do.
- **R: Great how do you assess the trainees' language acquisition?**
- **T:** I assess them using: questions, tests and exams.
- **R: Are you satisfied with the learners' level after each level of learning?**
- **T:** Yes, I am. I feel that learners succeed in improving their level making personal effort and liking what they do.
- **R:-what do you suggest for an ESP curriculum?**
- **T**: Important features of ESP curriculum are: specific tasks and focus on language in context, usage of learner's background knowledge and operational and communicative syllabus focus.
- **R: Thanks for help and for your time.**
- **T**: thanks, you are welcome.

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- ▪ **Appendix C5: Transcription of ESP Teachers Interviews (Interview 5)**

- **R: Good afternoon**

- **T: Good afternoon**

- **R: Thank you for accepting to answer some questions about my research.**

- **T: You are welcome**

- **R: First** what degree do you hold and what are your research interests?

- **T:** I hold a magister on British civilisation. I work on

- **R: How long have been teaching English?**

- **T**: I have been teaching English for ninety years.

- **R: Have you taught ESP?**

- **T:** Yes, I have.

- **R: Which domain/ branch of ESP do you teach**?

- **T:** I teach EAP/ business English.

- **R: Do you think teaching ESP is similar to teaching EGP? and why?**

- **T:** Teaching ESP is not similar to teaching EGP because the former requires more specialised knowledge and it does not include all the aspects of language, as opposed to EGP teaching.

- **R: Do you have any specialist knowledge concerning the domain you are teaching?**

- **T:** Yes, I do.

- **R: Did you have any special training?**

- **T:** No, I did not.

- **R: Have you ever faced any problems while teaching ESP?**

- **T:** Yes, I have

- **R: What background knowledge a teacher of ESP is required to develop?**

- T: The necessary professional knowledge of the ESP teacher.

- **R: Does your institution provide you with any teaching materials?**

- **T:** Yes, it does.

- **R: What do you think about these materials?**

- **T**: The provided teaching materials are really useful.

- **R: Nice! What are the teaching materials you use?**

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- **T:** I usually use computers, data shows, and speakers.
- **R: What is the size of the group?**
- **T:** The group is between twenty and twenty-five students.
- **R: Are the groups homogenous?**
- **T:** Not really. They are not homogenous.
- **R: What is the academic profile or professional career of your learners?**
- **T**: The kind of learners I teach will specialize in the following fields: economics, digital, finance, and management.
- **R: How can you grade their level in English?**
- **T:** Some of them have an intermediate level, some have a pre-intermediate level, and others have very weak level.
- **R: Are they really motivated to attend the ESP course?**
- **T:** Students' motivation is relevant to their level of English.
- **R: How would you rate their attentiveness and performance?**
- **T:** Their attentiveness and performance is also dependent on their level.
- **R: Do you have an idea about their learning objectives?**
- **T:** Yes, I do. Their major objective is communicating effectively in English.
- **R: Have you ever conducted a needs analysis?**
- **T: No,** I have not.
- **R: Does your hierarchy provide teachers of ESP with a curriculum?**
- **T**: No, it does not.
- **R: How are the syllabi designed?**
- **T:** Syllabi are designed by teachers of English within the institution.
- **R: What teaching strategies do you use to prepare the lessons?**
- **T:** I use different strategies namely: Reviewing the information, implementing technology in the classroom, encouraging research.
- **R: Ok. Do you think the courses are appropriate to the students' profile?**
- **T:** Yes, they are. However, I believe in continuous modification of the content of the lessons and teaching methods.
- **R: How do you select the content of the course?**

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- **T:** I select the content of the course depending on learners' needs and I make sure the content comprises the four skills of English.

- **R: Are the teaching documents provided by the institution?**

- **T:** oh no, they are not; I usually use my own documents.

- **R: Do they fit the learning needs?**

- **T:** Yes, they do.

- R: **What methodology do you use when teaching ESP?**

- **T:** The information is usually transferred by reading a text or watching a video related to the topic studied.

- **R: Which tasks are common for both EGP and ESP courses?**

- **T:** Yes, the same tasks are given.

- **R: Would you cite the main difficulties that face the teaching of ESP**

- **T:** The main challenges are: the difference of students' levels.

- **R: What are the skills you think important to develop for ESP learners?**

- **T:** The different skills could be summarized in problem solving, critical thinking, oral and written communication, ability of analysing information

- **R: Do you use ICT in ESP classes?**

- **T:** Yes, I do.

- **R: Great. How can they help in ESP education?**

- **T:** They afford students' learning, especially oral communication and their capacity to improve it.

- **R: good, how do you evaluate the learners?**

- **T:** I evaluate the learners through questions in class, tests, and exams.

- **R: Do the learners acquire the necessary specific language knowledge?**

- **T:** Yes, the majority of the learners do.

- **R: Do they develop their communicative capacities?**

- **T:** Not all the learners develop their communicative capacities.

- **R: How do you assess the trainees' language acquisition?**

- **T:** I assess them using: questions, tests and exams.

- **R: Are you satisfied of the learners' achievement?**

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- **T:** Yes, I am. I feel that learners succeed in improving their level making personal effort and liking what they do.
- **R: Great, what do you suggest for an ESP curriculum?**
- **T:** Important features of ESP curriculum are: specific tasks and focus on language in context, designing communicative syllabus for each target language.
- **R:** thank you for your time and patience.
- **T:** you are welcome.

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- ▪ **Appendix C6: Transcription of ESP Teachers Interviews (Interview 6)**

- **R: Good afternoon**

- **T:** Good afternoon

- **R: Thank you for accepting to answer some questions about my research.**

- **T:** You are welcome

- **R: First what are your current degree and research interest?**

- **T**: I'm a university teacher of English and I hold a Magister in American civilization

- **R: How long have been teaching English?**

- T: I have been teaching English for 12 years

- R: **Which domain/ branch of ESP do you teach?**

- T: I teach **EAP (business English) and EOP**

- R: **Do you think teaching ESP is similar to teaching EGP? and why?**

- **T:** No, they are different. For, ESP is part of EGP. ESP deals with specific contexts using different teaching methods.

- **R: Do you have any specialist knowledge concerning the domain you are teaching?**

- **T:** Yes, I have about business English. I have never received training in this specialized subject except research and reading about the domain and visiting work milieu.

- **R: Did you have any special training?**

- **T:** No.   the training about ESP is still missing

- R: **Have you ever faced any problems while teaching ESP?**

- T: umm, As to teaching under graduate level (license), there is no problem

- **R: What background knowledge a teacher of ESP is required to develop?**

- **T: Hum,** a knowledge of the fundamental principles of the subject area

- **R: Tell me, does your institution provide you with any teaching materials?**

- **T: Yes, it does.**

- **R: What do you think about these materials?**

- **T:** Personally, I find them relevant to the teaching context especially for beginner students.

- **R: What are the teaching materials you use?**

- **T:** Generally, I use books, hand-outs, articles, activities related to the subject- matter.

- **R: What is the size of the group?**

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- **T:** For ESP the groups include 15 students and sometimes they are divided to sub groups of 9 or 8)
- **R: Are the groups homogenous?**
- **T:** Yah, they are Heterogeneous.
- **R: What is the academic profile or professional career of your learners?**
- **T:** All of them are graded employees in SONATRACH.
- **R: How can you grade their level in English?**
- T: Their level is between average and less than average.
- **R: Are they really motivated to attend the ESP course?**
- **T:** Normally, yes. They provided positive feedback
- **R: How would you rate their attentiveness and performance?**
- **T:** Good, but not all the time.
- **R: Do you have an idea about their learning objectives?**
- **T:** They can be summarized in terms of future workplace requirements as language skills employed, Comprehension through Attention-Awareness. Develop Innovation mind-set, creativity and resourcefulness
- **R: Have you ever conducted a needs analysis?**
- **T:** Yes, I have
- **R: Does your hierarchy provide teachers of ESP with a curriculum?**
- **T:** Unfortunately, no.
- **R: How are the syllabi designed?**
- **T:** They are self- designed, institution specially designed or group work designed ones?
- **R: What teaching strategies do you use to prepare the lessons?**
- **T:** I generally do the reading and problem sets. Take notes on the material. Review lecture notes for the week. Prepare an outline of issues to cover in class. Make a list of questions to use in class or write on the board. Make a handout of topics to discuss in class.
- **R: Do you think the courses are appropriate to the trainees' profile?**
- **T:** Yes, they are relevant to both trainees' profile and requirements.
- R: **How do you select the content of the course?**

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- **T:** According to me, the content of the course should: Fit with course learning goals. Have importance in the discipline. Be based on or related to research. Appeal to student interests. Not overlap excessively with student past experience or knowledge. multi-functional (help teach more than one concept, skill, or problem)

- **R: Are they provided by the institution, or you use your own documents?**

- **T:** I use my own documents.

- **R: Do they fit the learning needs?**

- T: Yes, they do

- **R: nice! What methodology do you use when teaching ESP?**

- T: In the ESP classroom, information is usually transferred by reading a text or preparing a presentation which involves at least two or four skills. Therefore, it is appropriate to use an integrated skill approach (Dudley-Evans and St John, 1998).

- **R: Does it depend on the learners' level? learners' specialism? or the Subject itself?**

- **T:** The Subject itself

- **R: Which tasks are common/ the same for both EGP and ESP courses?**

- **T:** Tasks related to language skills enhancement

- **R: Would you cite the main difficulties that face the teaching of ESP?**

- **T:** The evident challenges encountered by ESP teachers can be: lacking knowledge on students' field of study, lacking of ESP training, lacking of proper needs analysis, large classes, and various learners' English competencies.

- **R: Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

- **T:** I use all the tools.

- **R: What are the skills you think important to develop for ESP learners?**

- **T:** The main list of highly-ranked soft skills are communication skills, collaboration skills or team work skills, creative thinking skills, problem-solving skills, critical thinking skills, learning to learn skills, as well as leadership skills.

- **R: Can you grade them by priority?**

- **T:** Yes I can 1) Communication skills, 2) collaboration skills or 3) team work skills, 4) creative thinking skills, 5) problem-solving skills, 6) critical thinking skills, 7) learning to learn skills, as well as 8) leadership skills.

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- R: **Do you use ICT in ESP classes?**

- **T:** Yes I do.

- **R: How can they help in ESP education?**

- **T:** The rapid changes in Information and Communication Technology (ICT) also impact positively to the work competence. Hence, ESP students must be equipped with ICT usage competence.

- **R: How do you evaluate the Trainees?**

- **T:** Through questions, tests, exams

- **R: Do the learners acquire the necessary specific language knowledge?...**

- **T:** Of course, yes.

- **R: Do they develop their communicative capacities?**

- **T:** Yes, they do.

- R: **How do you assess the trainees' language acquisition?**

- **T**: I assess the trainees' language acquisition through Oral Presentations or Performances, verbal assessments and Written assessments. ...

- **R: Are you satisfied about the learners' level after each level of learning? Why?**

- **T**: Yes. I am; Learning satisfaction is related to gaining new educational knowledge (increasing the level of conceptual learning)

- **R: what do you suggest for an ESP curriculum?**

- **T:** Key features of ESP curriculum are: Focusing on language in context; Communicative syllabus focus; learner-centeredness

- R: thanks a lot, it is really very informative

- **T:** thank you

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- **Appendix C7: Transcription of ESP Teachers Interviews (Interview 7)**

- **R: Good morning**
- **T:** Good morning
- **R: Thanks for accepting to answer to our questions**
- **T:** you are welcome
- **R: What degree do you hold? What are your research interests?**
- **T:** University Teacher of English
- **R: What degree do you hold? What are your research interests?**
- **T:** I hold a PhD in Applied linguistics; I work indifferent fields of research.
- **R: interesting, how long have been teaching English?**
- **T**: I have been teaching English for 18 years
- R: **Which subjects do you teach?**
- **T**: Linguistics for licence and master students
- **R: Which branch of ESP do you teach?**
- **T:** I teach EOP
- **R: Do you think teaching ESP is similar to teaching EGP?**
- **T:** No**,** they are different not**.**
- **R: Why?**
- **T:** Teaching ESP is not similar to teaching EGP. ESP needs and involves more specialised knowledge. But EGP covers mainly thorough information about different language aspects.
- **R: Do you have any specialist knowledge concerning the domain you are teaching?**
- **T:** Yes, I do
- **R: Did you have any special training?**
- **T:** No. I did not.
- **R: Have you ever faced any problems while teaching ESP?**
- **T:** No, I have not.
- **R: What background knowledge a teacher of ESP is required to develop?**

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- **T**: He must be innovative, thoughtful and above all too much caring so that he can motivate and inspire ESP learners to pursue their academic courses diligently and to outperform in their professional careers.

- **R: Does your institution provide you with any teaching materials?**

- **T:** Yes, it does

- **R: What do you think about these materials?**

- **T**: I find them relevant to the teaching context.

- **R: What are the teaching materials you use?**

- **T**: Books, hand-outs, computer and data show.

- **R: What is the size of the group?**

- **T:** Generally, the groups include 15 students sometimes 18 or 20.

- **R: Are the groups homogenous?**

- **T**: Not always, some periods we thought that they are homogenous groups and sometimes they are Heterogeneous).

- **R: How can you grade their level in English?**

- **T:** They have a reasonable ability to understand English but limited ability to speak.

- **R: Are they really motivated to attend the ESP course?**

- **T:** NO? Not really.

- **R: How would you rate their attentiveness and performance?**

- **T:** Most of them are not attentive and they do not have a good performance in class.

- **R: Do you have an idea about their learning objectives?**

- **T:** Their Learning objectives can be summarized in terms of future workplace requirements as language skills employed,

- **R: Have you ever conducted a needs analysis?**

- **T:** Yes, I have. I use tests and interviews.

- **R: Does your hierarchy provide teachers of ESP with a curriculum?**

- **T :**No. it does not

- **R: How are the syllabi designed?**

- **T:** They are institution specially designed.

- **R: What teaching strategies do you use to prepare the lessons?**

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- **T:** normally, I review lecture, prepare an outline of issues to cover in class.

- Make a handout of topics to discuss in class.

- **R: Do you think the courses are appropriate to the trainees' profile?**

- **T:** Yes, they do.

- R: **How do you select the content of the course?**

- **T:** Fit with course learning goals and stimulate search and creativity.

- **R: Are they provided by the institution, or you use your own documents?**

- **T**: I use my own documents

- **R: Do they fit the learning needs?**

- **T:** Yes, they do.

- **R**: **What methodology do you use when teaching ESP?**

- **T:** In the ESP classroom, information is usually transferred by reading a text or preparing a presentation which involves the four skills.

- **R: Does it depend on the learners' age? Learners' specialism? or the Subject itself?**

- **T**: It depends on all of them.

- **R: which tasks are common/ the same for both EGP and ESP courses?**

- **T:** All the Tasks related to language skills enhancement

- **R: Would you cite the main difficulties that face the teaching of ESP?**

- **T:** The real challenges could be summarized into: lacking knowledge on students' field of study.

- **R**: **Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

- **T:** Most of the time, I use tests

- **R: What are the skills you think important to develop for ESP learners?**

- **T:** Mainly communication skills

- **R**: **Do you use ICT in ESP classes?**

- **T:** Yes, I do

- R: **How can they help in ESP education?**

- **T:** They foster comprehension and develop communicative capacities.

- **R: How do you evaluate the Trainees?**

- **T:** By questions, quizzes, exams, etc.

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- **R: Do the learners acquire the necessary specific language knowledge?...**
- **T:** Of course, they do.
- **R: Do they develop their communicative capacities?**
- **T:** Yes, they do; but not all.
- **R: How do you assess the trainees' language acquisition?**
- **T:** I assess it by Oral Presentations or Performances, or Written Assessments.
- **R: Are you satisfied about the learners' level after each level of learning? Why?**
- **T:** Yes, I am, it is the impact of the processes which have taken place during the teaching and learning sessions participated by the students.
- **R: what do you suggest for an ESP curriculum?**
- **T:** As you know, ESP curriculum must deal specific tasks and focus on language in context; context and learner-centeredness and communicative syllabus focus
- **R: oh; I see, thank you**
- **T:** you're welcome, I appreciate your help.

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- ▪ **Appendix C8: Transcription of ESP Teachers Interviews (Interview 8)**

- **R: Good morning**
- T: Good morning
- **R: Thanks for accepting to answer to our research questions**
- T: I hope this helps.
- **R: What degree do you hold? What are your research interests?**
- **T: University Teacher of English**
- **R: What degree do you hold? what are your research interests?**
- **T**: I hold a PhD in linguistics and I am interested in English language and I have been teaching English for 20 years
- R: **Which subjects do you teach?**
- **T**: Linguistics,
- **R: Which domain/ branch of ESP do you teach?**
- **T**: I teach EOP
- **R: Do you think teaching ESP is similar to teaching EGP? and why?**
- **T:** Teaching ESP is not similar to teaching EGP because ESP requires more specialised knowledge, however, teaching EGP deals with all the different language aspects.
- **R: Do you have any specialist knowledge concerning the domain you are teaching?**
- **T:** Yes, I do
- **R: Did you have any special training?**
- **T:** No. training about ESP is missing
- **R: Have you ever faced any problems while teaching ESP?**
- **T:** No, I have not.
- **R: What background knowledge a teacher of ESP is required to develop?**
- **T: ESP teachers need to have** charismatic qualities, in addition to competence in contents -based syllabus and communication skills
- **R: Does your institution provide you with any teaching materials?**
- **T:** Yes, it does
- **R: What do you think about these materials?**

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- **T:** I find them useful and they fit the job.

- **R: What are the teaching materials you use?**

- **T:** Books, handouts, computer and data show.

- **R: What is the size of the group?**

- T: Generally, the groups include 15 students sometimes 20.

- **R: Are the groups homogenous?**

- **T:** Not always.

- **R: What is the academic profile or professional career of your learners?**

- **T:** Our learners are graded employees in the hydrocarbon sector in different specialities.

- **R: How can you grade their level in English?**

- **T:** For the majority their English is acceptable with different levels

- **R: Are they really motivated to attend the ESP course?**

- **T:** Normally, yes. They are.

- **R: How would you rate their attentiveness and performance?**

- **T:** The motivated learners are more attentive and they perform well during the lessons.

- **R**: **Do you have an idea about their learning objectives?**

- **T:** Their Learning objectives can be summarized in the development of their language use especially the communicative skills.

- **R: Have you ever conducted a needs analysis?**

- **T:** Yes, I have, I usually use tests

- **R: Does your hierarchy provide teachers of ESP with a curriculum?**

- **T:** No. it does not

- **R: How are the syllabi designed?**

- **T**: They are institution specially designed.

- **R: What teaching strategies do you use to prepare the lessons?**

- **T:** Do the reading. Prepare an outline of issues to cover in class. Make a handout of topics to discuss in class Practice

- **R: Do you think the courses are appropriate to the trainees' profile?**

- **T:** Yes, they do.

- **R**: **How do you select the content of the course?**

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- **T:** they should fit course learning goals and teach more than one concept, skill, or problem)

- **R: Are they provided by the institution, or you use your own documents?**

- **T:** I use my own documents.

- **R: Do they fit the learning needs?**

- **T:** Yes, they do.

- **R: What methodology do you use when teaching ESP?**

- **T:** reading a text or preparing a presentation which involves the four skills.

- **R: Does it depend on the learners' age? learners' specialism? or the Subject itself?**

- **T:** It depends on all of them.

- **R**: **which tasks are common/ the same for both EGP and ESP courses?**

- **T**: All the Tasks are common to both EGP/ ESP

- **R: Would you cite the main difficulties that face the teaching of ESP?**

- **T:** There are many difficulties such as: lacking knowledge on students' field of study, lacking of ESP training, large and heterogeneous classes.

- **R: Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

- **T:** Most of the time, I use tests and interviews.

- **R: What are the skills you think important to develop for ESP learners?**

- **T:** like **Communication skills, collaboration skills or team work skills, creative thinking skills, problem-solving skills, critical thinking skills, learning to learn skills, as well as leadership skills.**

- **R**: **Can you grade them by priority?**

- **T:** They are graded. (Repetition)

- **R**: **Do you use ICT in ESP classes?**

- **T:** Yes, I do

- **R: How can they help in ESP education?**

- **T:** They foster comprehension and develop communicative capacities and make information more concrete.

- **R: How do you evaluate the Trainees?**

- **T:** quizzes and exams.

- **R: Do the learners acquire the necessary specific language knowledge?**

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- **T:** Of course, they do.

- **R: Do they develop their communicative capacities?**

- **T:** Yes, they do; but not all.

- **R: How do you assess the trainees' language acquisition?**

- **T:** generally, through Written Assessments.

- **R: Are you satisfied about the learners' level after each level of learning? Why?**

- **T:** Yes, I am, but we usually have some exception.

- R: **what do you suggest for an ESP curriculum?**

- **T:** for ESP curriculum, I suggest focus on language in context; operational and communicative syllabus focus.

- **R: Thanks. It is really very informative.**

- **T:** you welcome.

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- **Appendix C9: Transcription of ESP Teachers Interviews (Interview 9)**

- **R: Good morning**
- T: Good morning
- **R: Thanks for accepting to answer to our questions**
- T: Do not mention it.
- **R: What degree do you hold? What are your research interests?**
- **T**: I hold a magister on British civilisation; I am interested in teaching English for non-native speakers.
- **R: How long have been teaching English?**
- **T:** I have been teaching English for 30 years
- **R: Which domain/ branch of ESP do you teach?**
- **T:** I teach EOP/ technical English
- **R: Do you think teaching ESP is similar to teaching EGP? and why?**
- **T:** Teaching ESP is not similar to teaching EGP because ESP requires more specialised knowledge, however, teaching EGP deals with all the language aspects.
- **R: Do you have any specialist knowledge concerning the domain you are teaching?**
- **T:** Yes, I do
- **R: Did you have any special training?**
- **T:** No. I did not
- **R: Have you ever faced any problems while teaching ESP?**
- **T:** YES, I have, disinterested trainers and their different prior knowledge levels
- **R: What background knowledge a teacher of ESP is required to develop?**
- **T:** The ESP teacher is required to develop the necessary professional knowledge
- **R: Does your institution provide you with any teaching materials?**
- **T:** Yes, it does
- **R: What do you think about these materials?**
- **T:** I find them interesting and very useful.
- **R: What are the teaching materials you use?**
- **T:** Books, handouts, computer and data show.

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- **R: What is the size of the group?**

- **T:** Generally, the groups include 15 trainers.

- **R: Are the groups homogenous?**

- **T:** No, not always, some periods we thought that they homogenous groups and sometimes they are Heterogeneous).

- **R: What is the academic profile or professional career of your learners?**

- **T:** Our learners are graded employees in the hydrocarbon sector in different specialities.

- **R: How can you grade their level in English?**

- **T:** For the majority their level is acceptable but we can also have some trainees who have no notion of English.

- **R: Are they really motivated to attend the ESP course?**

- **T:** No, not all of them are motivated.

- **R: How would you rate their attentiveness and performance?**

- **T:** Their attentiveness and performance are relevant to their level in English.

- **R: Do you have an idea about their learning objectives?**

- **T:** For those who are really motivated to attend the ESP courses, they aim to speak English fluently and correctly.

- **R: Have you ever conducted a needs analysis?**

- **T:** Yes, I have. I use informal interviews.

- **R: Does your hierarchy provide teachers of ESP with a curriculum?**

- **T: No. it does not**

- **R: How are the syllabi designed**?

- **T**: They are self-designed

- **R: What teaching strategies do you use to prepare the lessons?**

- **T:** Do research and readings. I also make handouts and I load audios and videos

- **R: Do you think the courses are appropriate to the trainees' profile?**

- **T:** Yes, they do.

- **R: How do you select the content of the course?**

- **T:** the content has to fit course learning goals. The content should be relevant to trainees' profile and appeal to their interests.

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- **R: Are they provided by the institution, or you use your own documents?**

- **T:** I use my own documents.

- **R: Do they fit the learning needs?**

- **T:** Yes, they do.

- **R: What methodology do you use when teaching ESP?**

- **T:** In the ESP classroom, I usually use a presentation which involves the four skills.

- **R: Does it depend on the learners' age? learners' specialism? or the Subject itself?**

- **T:** It depends on all of them.

- **R: which tasks are common/ the same for both EGP and ESP courses?**

- **T:** All the Tasks are common to both EGP/ ESP

- **R: Would you cite the main difficulties that face the teaching of ESP?**

- **T:** There are many difficulties such as: lacking of ESP training, large and heterogeneous groups.

- **R: What are the skills you think important to develop for ESP learners?**

- **T**: the most important skills are Communication, team work skills in order to be able to expressing their selves.

- **R: Do you use ICT in ESP classes?**

- **T:** Yes, I do

- **R: How can they help in ESP education?**

- **T:** They foster comprehension and develop communicative capacities **and** make information real and more concrete.

- **R: How do you evaluate the Trainees?**

- **T:** By questions, exams.

- **R: Do the learners acquire the necessary specific language knowledge?**

- **T:** Of course, they do.

- **R: Do they develop their communicative capacities?**

- **T:** Yes, they do; but not all.

- **R: How do you assess the trainees' language acquisition?**

- **T**: Through oral and written duties.

- **R: Are you satisfied about the learners' level after each level of learning?**

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- **T:** Yes, I am, but we usually have some exception.

- **R: what do you suggest for an ESP curriculum?**

- **T**: learner-centeredness and Specific tasks and focus on language in context;

- **R: Thanks for your help and patience.**

- **T:** you welcome.

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- **Appendix C10: Transcription of ESP Teachers Interviews (Interview 10)**

- **R: Good afternoon**
- **T:** Good afternoon
- **R: Thank you for accepting to answer some questions about my research.**
- **T:** No, problem.
- **R: First what are your current degree and research interest?**
- **T**: University Teacher of English. I' m professor socio- linguistics and I am interested in language study and sociolinguistics.
- **R: How long have been teaching English?**
- **T:** I have been teaching English for 20 years.
- **R: Which subjects do you teach? Linguistics,**
- **T:** Which domain/ branch of ESP do you teach?
- **T:** I teach EOP in national company.
- **R: Do you think teaching ESP is similar to teaching EGP?**
- **T:** Teaching ESP is similar to teaching EGP, simply ESP requires more specialised vocabulary than teaching EGP.
- **R: Do you have any specialist knowledge concerning the domain you are teaching?**
- **T:** Yes, I do
- **R: Did you have any special training?**
- **T:** No. the training about ESP is missing.
- **R: Have you ever faced any problems while teaching ESP?**
- **T:** No, I have not.
- **R: What background knowledge a teacher of ESP is required to develop?**
- **T:** The necessary professional knowledge, which is gained through professional schooling, teacher training, and teaching experience, comprises both relevant theoretical concepts (knowing what) and performance skills (knowing how).
- **R: Does your institution provide you with any teaching materials?**
- **T:** Yes, it does

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- **R: What do you think about these materials?**

- **T:** I find them useful.

- **R: What are the teaching materials you use?**

- **T:** Useful Books, handouts, articles, computer and data show.

- **R: What is the size of the group?**

- T: Generally, the groups include 15 students and sometimes 20.

- **R: Are the groups homogenous?**

- **T:** No, they are not.

- **R: What is the academic profile or professional career of your learners?**

- **T: Our learners are graded and post graded employees in the hydrocarbon sector in different specialities.**

- **R: How can you grade their level in English?**

- **T:** For the majority their level is acceptable with different levels

- **R: Are they really motivated to attend the ESP course?**

- **T:** Normally, yes. But not all of them.

- **R: How would you rate their attentiveness and performance?**

- **T:** Their attentiveness and performance are relevant to their level in English.

- **R: Do you have an idea about their learning objectives?**

- **T**: Their Learning objectives can be described in language skills employed, especially the communicative skills.

- **R**: **Have you ever conducted a needs analysis?**

- **T**: Yes, I have. Generally, I use tests.

- **R**: **Does your hierarchy provide teachers of ESP with a curriculum?**

- **T**: No. it does not

- **R**: **How are the syllabi designed?**

- **T**: They are institution designed.

- **R: What teaching strategies do you use to prepare the lessons?**

- **T:** Umm, most of the time I do the reading. Prepare handouts of topics to discuss in class Practice

- **R: Do you think the courses are appropriate to the trainees' profile?**

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- **T:** Yes, they do.

- **R: How do you select the content of the course?**

- **T:** the content of the course needs to have importance in the discipline.

- **R: Are they provided by the institution, or you use your own documents?**

- **T:** I use my own documents

- **R: Do they fit the learning needs?**

- **T:** Yes, they do.

- **R: What methodology do you use when teaching ESP?**

- **T:** In the ESP classroom, information is usually transferred by reading a text or preparing a presentation which involves the four skills.

- **R: Does it depend on the learners' age? learners' specialism? or the Subject itself?**

- **T**: It depends on all of them.

- **R: which tasks are common/ the same for both EGP and ESP courses?**

- **T:** All the Tasks are common to both EGP/ ESP

- **R: Would you cite the main difficulties that face the teaching of ESP?**

- **T:** There are many difficulties such as: lacking of ESP training, large and heterogeneous classes.

- **R: Which tools of needs analysis do you employ (tests, questionnaires, Interviews…)?**

- **T:** Most of the time, I use tests and interviews.

- **R: What are the skills you think important to develop for ESP learners?**

- **T:** I think communication skills, collaboration or team work skills, learning to learn skills, as well as leadership skills.

- **R: Can you grade them by priority?**

- **T:** They are graded.

- **R**: **Do you use ICT in ESP classes?**

- **T:** Yes, I do

- **R: How can they help in ESP education?**

- **T:** They foster comprehension and develop communicative capacities and make information more concrete.

- **R: How do you evaluate the Trainees?**

- **T :** By questions, quizz, exams, etc.

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- **R: Do the learners acquire the necessary specific language knowledge?**

- **T**: Of course, they do.

- **R: Do they develop their communicative capacities?**

- **T**: Yes, they do; but not all the learners.

- **R: How do you assess the trainees' language acquisition?**

- **T**: I assess their language acquisition through oral Presentations, or Written Assessments, and exams.

- **R: Are you satisfied about the learners' level after each level of learning?   Why?**

- **T:** Yes, I am, but not always, because the level of some learners doesn't get ameliorated

- **R**: **what do you suggest for an ESP curriculum?**

- **T**: I suggest focus on language in context plus operational and communicative syllabus focus.

- **R**: thanks for participating in our research

- **T**: thank you!

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- ▪ **Appendix C11: Transcription of ESP Teachers Interviews (Interview 11)**

- **R: Good morning**

- T: Good morning

- **R: Thanks for accepting to answer to our questions**

- T: No, worries. Please start.

- **R: What degree do you hold? What are your research interests?**

- **T:** I hold a PhD in literature. I work on non-native speakers of English authors. I am particularly interested in the narrative techniques.

- **R: How long have been teaching English?**

- **T:** I have been teaching English for twenty years, as literature teacher for different levels.

- **R: Have you taught ESP?**

- **T:** Yes, I have.

- **R: Which type and branch of ESP do you teach**?

- **T**: I teach EOP

- **R: Do you think teaching ESP is similar to teaching EGP? and why?**

- **T**: Teaching ESP is not similar to teaching EGP because ESP is part of EGP.

- **R: Do you have any specialist knowledge concerning the domain you are teaching?**

- **T:** Yes, I do.

- **R: Did you have any special training?**

- **T:** No, I did not. But I would have preferred I did, or I do it now

- **R**: **Have you ever faced any problems while teaching ESP?**

- **T**: No, I have not.

- **R**: **What background knowledge a teacher of ESP is required to develop?**

- **T:** Teacher training and teaching experience, because Teachers should ideally be good at moral, physical, and all types of communication.

- **R: Does your institution provide you with any teaching materials?**

- **T:** Yes, it does.

- **R: What do you think about these materials?**

- **T:** They are available and really useful.

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- **R: What are the teaching materials you use?**

- **T:** I use computers, data shows, and written documents.

- **R: What is the size of the group?**

- **T:** The group is constituted of not more than twenty learners.

- **R: Are the groups homogenous?**

- **T:** Unfortunately, no they are not

- **R: What is the academic profile or professional career of your learners?**

- **T:** The kind of learners is specialized in the following fields: energy, economics, finance, and management. Engineering, communication, computing, law, etc.

- **R: How can you grade their level in English?**

- **T:** It is not easy to determine trainees' level but some of them have an intermediate level, some have a pre-intermediate level, and others have very little knowledge of the English language.

- **R: Are they really motivated to attend the ESP course?**

- **T:** Students' motivation is relevant to their level of English.

- **R: How would you rate their attentiveness and performance?**

- **T:** Their attentiveness and performance are also dependent on their level.

- **R: would like to explain this please?**

- **T**: simply because trainees with good level are more motivated and more attentive.

- **R**: **Do you have an idea about their learning objectives?**

- **T:** Yes, I do.

- **R: What are they?**

- **T:** Serious trainees' main objective is communicating effectively in English, but the others want to escape from their work tasks.

- **R: Have you ever conducted a needs analysis?**

- **T:** Yes, I have.

- **R: Which tools of needs analysis do you employ? (tests, questionnaires, Interviews…)**

- **T**: I employ all the tools mentioned.

- **R: Does your hierarchy provide teachers of ESP with a curriculum?**

- **T:** No, it does not.

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- **R: How are the syllabi designed?**

- **T:** Syllabi are designed by the institution.

- **R: What teaching strategies do you use to prepare the lessons?**

- **T:** I use different strategies namely: visualisation of information, implementing technology in the classroom, (inquiry-based instruction or questions)

- **R: Do you think the courses are appropriate to the learners' profile?**

- **T:** Yes, they are. However, I believe in continuous modification of the content of the lessons and teaching methods.

- **R: How do you select the content of the course?**

- **T:** I select the content of the course depending on learners' needs and including the four skills of English.

- **R: Are they provided by the institution, or you use your own documents?**

- **T:** They are provided by the institution

- **R: Do they fit the learning needs?**

- **T:** No, not all the time.

- **R: How do you know?**

- **T:** Because the provided documents are designed for business learners (market leader) but as I have already mentioned, one group comprises various profiles and specialities.

- **R: What methodology do you use when teaching ESP?**

- **T:** I always try to select what fit the learners' needs and add extra courses like watching a video related to the topic studied.

- **R: Does it depend on the learners' level? Learners' specialism? or the Subject itself?**

- **T:** It depends on all the aspects mentioned above.

  R: Which tasks are common/ the same for both EGP and ESP courses?

  T: Yes, the same tasks are given.

  R: Would you cite the main difficulties that face the teaching of ESP.

  T: The main challenges are: lack of training opportunities for ESP teachers and the difference of learners' profiles and levels.

  R: What are the skills you think important to develop for ESP learners?

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T: well, the different skills are: problem solving, critical thinking, effective and oral communication

R: Do you use ICT in ESP classes?

T: Yes, I do.

R: How can they help in ESP education?

T: They foster students' comprehension, oral communication and their capacity to improve it.

R: How do you evaluate the students?

T: I evaluate the learners through questions in class, tests, and exams.

R: Do the learners acquire the necessary specific language knowledge?

T: Yes, they do, but not all of the learners.

R: Do they develop their communicative capacities?

T: Yes, they do, but again not all the learners.

R: How do you assess the learners' language acquisition?

T: I assess them using: questions, tests and exams.

R: you satisfied with the learners' level after each level of learning?

T: Yes, I am.

R: Why?

 T: I feel that learners succeed in improving their level making personal effort.

R: what do you suggest for an ESP curriculum?

T: well, the most important features of ESP curriculum are: specific tasks and focus on language in context, usage of learner's background knowledge as well as an operational and communicative syllabus focus.

R: thanks for participating in our research

-   **T**: thank you!

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Needs Analysis as Pre-requisite to Syllabus Design for ESP Instruction: A Comparative Study between Business English Learners at Graduate School of Economics of Oran and EOP Training at SONATRACH.

Summary: This research study investigates the foreign language learning (FLL) phenomena peculiar to English teaching by analysing learners' needs to design English for specific purposes (ESP) syllabi and course-books. Such investigation took place at SONATRACH (camp 6) and the Graduate School of Economy (GSE). The methodology adopted a mixed-method design to gather qualitative and quantitative data. The study makes use of aspects of investigation; an interview administrated to ESP teachers and a questionnaire for BE and EOP learners supported by class observation, and a comparison to identify the resemblance and differentiation in teaching English existing in the Graduate School of Economics of Oran and the EOP Training Courses at SONATRACH. The research results elucidated the major role of overbearing needs analysis plus an elaborated strategy for the way learning activities/tasks would be systematically selected and sequenced. Statistical analysis evidenced that skills improvement should be classified by priority according to the type and the main goals of the learners by using appropriate teaching methodology and instructional materials in accordance with content specification based on the learners' requirement, profile and level. Further, Teachers need to have professional training in specialized language and in designing ESP syllabuses.

L'analyse des besoins en tant que prérequis à la conception du programme d'enseignement de l'ESP : une étude comparative entre les apprenants d'anglais des affaires à l'École supérieure d'économie d'Oran et la formation EOP à SONATRACH.

Résumé : Cette étude de recherche étudie les phénomènes d'apprentissage des langues étrangères (FLL) propres à l'enseignement de l'anglais en analysant les besoins des apprenants à concevoir des programmes et des manuels de cours d'anglais à des fins spécifiques (ESP). Cette enquête a eu lieu à la SONATRACH (complexe 06) et à l'École Supérieure d'Économie (ESE). La méthodologie a adopté une méthode mixte pour recueillir des données qualitatives et quantitatives. L'étude fait appel à certains aspects de l'enquête ; un entretien administré aux enseignants de l'ESP et un questionnaire pour les apprenants de l'EB et de l'EOP, étayé par l'observation de la classe. De plus, la recherche a établi une comparaison pour identifier la ressemblance et la différenciation dans l'enseignement de l'anglais existant dans l'École Supérieure d'Économie d'Oran et les Formations EOP de la SONATRACH. L'analyse statistique a montré que l'amélioration des compétences devrait être classée par priorité en fonction du type et des principaux objectifs des apprenants en utilisant une méthodologie d'enseignement et des matériels pédagogiques appropriés conformément à la spécification du contenu en fonction des besoins, du profil et du niveau des apprenants. En outre, les enseignants doivent avoir une formation professionnelle dans les langues spécialisées et dans la conception des programmes d'ESP.

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ﻓﺎﻟﻤﺪﺭﺳﺔ ﻟﻠﻌﻠﻴﺎ ﺍﻗﻼﺻﺪ ﺓ ﻭﻫﺮﺍﻭﻧﺰﻳﺪ ﺏ EOP ﻓﺴﻴﻮﻧﻈﺮﻙ

ﻧﺺ ﻃﺎﻟﺪﺭﺍﺳﺎﻃﻠﺒﺤﺜﻴﺔﺗﻬﻮﻳﻢ ﺩﻗﻮﺳﺪﻟﺔ ﻇﺎﻫﺘﻮﺭ ﻟﻄﺎﻟﻤﻌﻐﺘﻨﺎﺟﻨﻼﺃﻳﺔﺍﻟﻤﻨﻄﻘﺔ ﺩﻳﺘﻴﺮﻳﺲﺍﻟﻠﻐﺔ ﻧﺠﻼﺇﻧﺠﻠﻴﺰﻳﺘﻴﻤﻠ ﻳﻠﻴﻠﻴﺎﻟﺨﻼﻟﺤﺠﻠﺖ ﻟﻠﻤﺘﻌﻠﻤﻴﻦ ﺗﺼﻤﻤﺒﻴﺮﺍﻣﺞ ﻓﻴﻜﻤ

ﻟﺎﻟﻴﻘﺴﺪﻏﺔ ﻧﺎ ﻣﺎﻳﻘﺔﺃﺩﻷﺩﻳﺮﺩﺭﺩ ﻗﻼﺗﺼﺎﺩ ﻣﺎ ﻟﻤﻨﻄﻖ ﺗﻘﺼﺪ (ESE،)

ﺗﺪﺍﻣﺦ ﺩﺭﻳﺘﻮﺱ ESP ﺍﺗﻤﺪﺗﻠﻌﺎﻣﻨﻬﺠﻴﺔ ﻳﻌﻠ ﺧﻘﺔ ﻣﺘﻠﻄﺔ ﻟ ﻟﻤﻊ ﺍﻟﺒﻴﺎﻧﺎﺕ ﻛﻤﻴﺎﻟﺔ ﻟﻨﻮﻋﻴﺔﻧﺘﺔ ﺿﻠﻤﻦ ﺍﺭﺍﺳﺔ ﺑﻀﺮﻳُﻮُﺩﻭﻋﺎﺋﺐ ﻟﻄﻼﺑﺎﻧﻴﺎﻥ، ﺛﺄ ﺟﻴﺖ ﻟﺒﻠﺔ ﺍﻟﻤﺘﺤﻤ ﻣﺪﺭﺳﻴ ESP ﻟﻌﺒﺴﻮﺗﻴﻴﻦ ﻟﻄﻼﺏ BE ﻭﻣﻊ EOP، ﺩﻋﻢ ﺍﻟﻤﻼﺣﻈﺔ ﻓﻲ ﻟﻤﺪﻑ ﺩﺭﺍﺳﻲ، ﺗﻠﻲ ﺳﺪﻫﺎﻣﺖ ﺗﺠﺮﻳﺒﻴﻔﻠﻼﺣﺼﻴﻴﻮﻟ ﻋﻠﻰ ﺑﻴﺎﻧﺎﺕ ﺫﺍﺕ ﺃﻫﻤﻴﺔ. ﻭﺭ ﺃﻫﺪﺍﻓـﺖ ﺑﻠﻠﺤﺚ ﻟ ﺩ ﺣﻬﻠﺖ ﻭ ﻟﻮﺣﻈ ﻓﻮﻛﺮﻭ ﻣﻌﻠﻮﻣﺖ ﻟﺪ ﻭﺭﺱ ﻳﺘﻌﻠﻢ EP ﻭﺗﻮ ES. ﻭﺓ ﻟﻰ ﻋﻼﻗﻚ، ﺍﻟﺤﻠﻤﺖ ﺍﺫﺩﺭﺍﺳﺔ ﺟﺮﺍﺀ ﻗﺰﻟﻤﻨﺔ ﺣﺘﺪﻳﺪ ﺗﺎﻟﺸﺒﻪ ﻟﺎﻟﺎﺧﺘﻼﻑ ﺗﻔﻮﺭﻳﺮﺩ ﺍ ﻧﻼﺇﻧﺠﻠﻴﺰﻳﺔ ﻳﺎﻟﻔﻤﺪﺭﺳﺘﻌﻠﻴﺎﺍﻗﻼﺻﺪ ﺭﺍﻭﻥ ﻳ ﺗﻘﻮﻳﻴﻠﺖ EP ﻥ OP ﻓﺸﻴﺮﻳﻜﺘﻄﺮﺍﻛﺄ. ﻫﺮﻇ ﺗﻠﺘﺤﻠﻴﻞ ﺗﺤﻠﺈﺻﻨﺎﻳ ﻟﻸﺳﺎﻟﻴﺤﻦ ﻣﻬﺎﺭﺍﺕ ﺑﺞ ﺃ ﺑﻴﻮﻛﻦ ﻣﺼﻨﱠﻔًﺎ

ﺳﺐ ﺍﺏ ﻭﻟﺄﻟﺤﻮﻳﺔ ﻟﺒﺈﻳ ﻳﻌﻠﻄﺈﻉ ﻫﻮﺃﻭﻓـﺪ ﻟﺒﺘﻤﻌﻠﻤﻴﻦﺍﻟﺮﺋﻴﺴﻴﺔ ﻭﺍ ﺩ ﻟ ﻳﺔ ﺑﺬﻣﺎﺳﺒﺔ ﻭﻗﻠﻬﺎ ﺣﺪﺩﺕ ﻣﺤﺘﻮﻯ ﻟﺒﺈﻳ ﺳﺘﺨﺪﺍﻡ ﻧﻬﺠﻴﺔﻭﺩ ﺗﻤﺮﻳﺲ ﻟﻰ ﻋﻠﱠ ﻳﺎﺟﺎﺕ ﻭﻣﺘﻮﻳﻠﺪ

ﻟﺎ ﻣﺘﻌﻠﻤﻴﻦ. ﻟﻺﺿﺎﻓﺔ ﻟﻰ ﺗﻜﻴﺐ ﺟﻴﻌﻄ ﻟﻤﺎﺩﺭﺳﻴﻨﺬﺃﻳ ﺍﻭﻟ ﻥ ﻟﻰ ﻋﺘﻮﻳﺒﻤﻲ ﻓﻴﻬﻲ ﻟﻤﻐﺖ ﺍﺍ ﺗﻠﺨﺼﺔ ﻭ ﻳﻨﺘﻤﺼﻤﺒﺮﻟﺠ ESP ﻟﻠﺒﻌﻤﻞ ﻛﻞ ﻟﺪ ﺩﻴﻒ ﺳﻼﺑﺎﻕ ﻓﻨﻬﻪ

ﻟﻤﺎﺩﺭﻳﻮﻥ/ﻟﻤﺎﺗﺪﺭﻳﻮﻥ - ﺍﺑﻰ ﺣﻼﺗﻴﺎﺟﺎﺕ - ﻟﻤﺎﻧﻬﺞ - ﻟﻜﺎﺗﻨﺐ ﻟﻤﺎﺩﺭﺳﺘﻠﻲ - ﻣﻴﺼﺪﻭﺭﺓ - (EOP ﻭ BE) ESP ﻟﻜﻠﻤﺎﺗﻠﻤﻔﺎﺗﺎﺣﻴﺔ: ﻟﻴﻤﻮ ﻟﻢ ﺗﻌﻠ