Dissertation
Academic Master
Domain: Letters and Foreign Languages
Field: English Language and Literature and Civilization
Specialty: Applied Linguistics and ESP
Submitted by: Samia BOUROGAA
Title:

Investigating the Relevance of ESP Course Content to learners’ Needs
The Case of Learners of Health, Security and Environment at the National Vocational Training Institute in Said Otba - Ouargla

Publically defended
On: 08/06/2015

Mr. Djamel Goui  MC (A)  President  UKM Ouargla
Mr. Madjid Doufene  MA (A)  Supervisor  UKM Ouargla
Mrs. Farida Saadoune  MA (A)  Examiner  UKM Ouargla

Academic Year: 2014 - 2015
To my PARENTS

To my only brother and my beloved sisters

To all the students of 2nd year Master Applied Linguistics and ESP

To all my relatives and friends
Acknowledgements

First of all, my thanks go to Allah the Almighty who gave me the power to complete this work.
I would like to express my full gratitude to my supervisor,
Mr. Madjid DOUFENE for his guidance, help, encouragement and academic support.
Also, I would like to express sincere thanks and appreciation to the members of the jury for reading and evaluating my work.
Finally, I am very thankful to all who helped me in conducting my work.
List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>Business English</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
</tr>
<tr>
<td>ELP</td>
<td>English for Legal Purposes</td>
</tr>
<tr>
<td>ESP</td>
<td>English for Specific Purposes</td>
</tr>
<tr>
<td>EST</td>
<td>English for Science and Technology</td>
</tr>
<tr>
<td>GE</td>
<td>General English</td>
</tr>
<tr>
<td>HSE</td>
<td>Hygiene, Security and Environment</td>
</tr>
<tr>
<td>NVTI</td>
<td>National Vocational Training Institute</td>
</tr>
<tr>
<td>PSA</td>
<td>Present Situation Analysis</td>
</tr>
<tr>
<td>S</td>
<td>Student</td>
</tr>
<tr>
<td>TSA</td>
<td>Target Situation Analysis</td>
</tr>
</tbody>
</table>
List of Tables

Table 1: Students' Scores in the Pretest ........40
Table 2: Students' Scores in the Posttest ........40
Table 3: Results of Scores .........................41
List of Figures

Figure 1: Students' Age .........................................................31
Figure 2: Students' Gender .......................................................32
Figure 3: Students' Learning Period of English .................................32
Figure 4: Students' Needs to Study English ..................................33
Figure 5: Students' Attitudes towards English Course ......................33
Figure 6: Skills Needed ..............................................................34
Figure 7: Way of Teaching the Course ........................................34
Figure 8: Place of Study .............................................................35
Figure 9: Time Set of the Course ................................................35
Figure 10: Weaknesses and Strengths of the Course .........................36
Figure 11: Criteria of Content Selection .......................................37
Figure 11.1: Answers with YES..................................................37
Figure 11.2: Answers with NO ...................................................37
Figure 12: Students' Suggestions to Improve their Levels .................38
Figure 13: Preferred Activities inside the Classroom .......................39
INTRODUCTION
Introduction

Background

In the last years, English played a major role in developing communication all over the world. Nowadays, English is called International Language and it is used either as a primary language or second language of different countries. This is mainly because of the economic power of the United States of America in the post war world which led to the need to learn English language in different fields to cope with the continuing development in world economy and technology. ESP approach underlies and explains this issue.

English for specific purposes henceforth ESP is an approach to language teaching. It deals with English used in specific areas and investigates the differences that may be found in a given specialty and not found in the other one.

ESP course content is a primary component in teaching English for specific purposes. ESP practitioner should consider several factors when designing an ESP course including learners’ needs, objectives, educational background, relevance, motivation, learnability and teachability, usefulness and effectiveness of the course.

The factor of learners’ needs is essential, particularly in designing course materials. Unfortunately, most of instructors teach ESP without any preliminary preparation, neglecting the learners’ needs.
Objectives of the Study

The general framework of this study is determined by the following objectives:

- To see the extent to which ESP course content offered at the National Vocational Training Institute, henceforth NVTI in Said Otba - Ouargla meets the learners’ needs.
- To identify the weaknesses and strengths of ESP course content.
- To work out some proposals for course improvement.

Statement of the Problem

When ESP teachers overlook learners’ needs in designing ESP course, students fail in their attempt to acquire the basic knowledge related to their specialty. In this vein, we attempt to investigate the case of NVTI students’ involvement and participation in the design of ESP course. To explore this issue, we formulate the following question:

To what extent does the ESP course content taught at the NVTI in Said Otba – Ouargla reflect learners’ needs and wants?

Hypothesis

Based on the research question stated above, we set the hypothesis as follows:

If the ESP course offered at the NVTI meets the learners’ needs and wants\(^1\), then it will enhance their English proficiency.

Research Methodology

In this work, we have followed and applied both descriptive and analytical methods. We have used these methods to describe and analyse the relationship between

\(^1\) A term coined by Hutchinson & Waters (1989)
the variables of the hypothesis, and then attempted to draw conclusions about the effectiveness and the relevance of ESP course content in terms of satisfying learners’ needs and wants.

Trainee’s pilot questionnaire and quasi-experimental method are used as instruments for collecting both qualitative and quantitative data.

**Definition of Key Terms**

**Content:** “The body of information that teachers teach and that students are expected to learn in a given subject or content area” (Content knowledge, 2009)

**ESP:** An abbreviation for English for special purposes/special purposes “the teaching of English for scientific, technical, etc. purposes to people whose first language is not English” (Hornby, A.S., & Turnbull, J. 2010)

**Learners’ Needs:** In ESP, learner’s needs “are often described in terms of performance, that is, in terms of what the learner will be able to do with the language at the end of a course of study” (Richards, 2001, p.33).

**Syllabus:** “A syllabus is a document which says what will (or at least what should) be learnt” (Hutchinson & Waters, 1987, p. 80)

**Limitations of the study**

As we have encountered several difficulties while conducting this study, its findings cannot be absolute. Therefore, they are not applicable to external settings.

The study has been conducted at the NVTI in Said Otba – Ouargla, where English language is not ranked as an essential course.
In addition, the number of trainees studying English language is reduced and limited. Indeed, our research population consists of only 10 trainees.

We have also observed the inexistence of prescribed syllabus underlying and specifying the specialty of Health, Security and Environment (HSE).

Though these results agree with other studies that have examined the same issue, they remain incomplete, and then cannot be generalized outside. In few words, external validity is excluded.

**Dissertation Organization**

This research develops in three chapters. The first is devoted to the review of literature. It summarises and evaluates the various works done in this field.

The second chapter presents and explains the methodology and accounts for the research instruments and procedures selected for conducting this study.

For the third chapter, we report and discuss the findings and make some proposals for course improvement.
CHAPTER ONE

LITERATURE REVIEW
1.1 Introduction

Today, English is a common lingua franca throughout the world. It refers to the practice of English as a medium of communication between people who do not share the same native language. In this situation, the EFL learners are quite different from native speakers. Thus, the needs of EFL learners should be considered within the context of selecting content appropriate to their specialty.

The literature reviewed in this chapter encompasses research in the field of ESP definition and description of ESP, historical origins of ESP, needs analysis, syllabus design, and other aspects of ESP course.

1.2 English for Specific Purposes (ESP)

1.2.1 Definition of ESP

Hutchinson and Waters (1987) insist that “ESP is an approach not a product” (p. 16). By approach they mean that ESP, as Dudley Evans and ST John (1998) comment, does not involve a particular kind of language, teaching material or methodology (p.2). Therefore, they define ESP as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning.” (p.19)

Another definition suggests that ESP is “normally goal-oriented” (Robinson, 1991, as cited in Dudley Evans & ST John, 1998, p. 3). Robinson in her definition of ESP argues that ESP courses should be taught to adults in homogeneous classes in a limited time period. (ibid, p.3)

Influenced by Strevens (1988), Dudley Evans and ST John (1998) provide a definition in a form of absolute and variable characteristics:
1. Absolute Characteristics

- ESP is defined to meet specific needs of the learners
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

2. Variable Characteristics

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of General English
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
- ESP is generally designed for intermediate or advanced students.

Most ESP courses assume some basic knowledge of the language systems.

(p.p. 4-5)

Based on the definitions presented above, it can be concluded that the learning needs should be reflected in ESP course design.

1.2.2 Emergence of ESP

In this section, we attempt to elucidate the historical factors that have contributed to ESP emergence. According to Hutchinson and Waters (1987), ESP is not a planned movement. Its existence is an effect of three main reasons which are the demands of a brave new world, a revolution in linguistics, and focus on the learner.
To elucidate what they mean by brave new world, Hutchinson and Waters argue that the effect of the Second World War made a pressure on the field of language teaching to deliver an international language in order to cope with a world dominated by technology and commerce. This delivery was given to English because of the economic power of the United States of America at that time which creates, as Hutchinson and Waters (1987) said:

“A whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce… All these and many others needed English and, most importantly, they knew why they needed it.” (p.6)

The second source of ESP emergence was signaled by communicative learning and teaching concept that started a revolution in linguistics whose aim is to mark a shift from describing the rules of English usage to explaining the ways of language use in specific situations which will help design various courses depending on the needs of the learners. Indeed, focus on the learner is the third factor that contributes to the foundation of ESP.

Educational Psychology emphasised that learners have different needs and interests which would have an influence on their motivation to learn and therefore on the effectiveness of their learning.

1.2.3 English for Science and Technology (EST)

Under the umbrella term of ESP, there are many areas such as Business English (BE), English for Legal Purposes (ELP), English for Medical Purposes (EMP) and English for Science and Technology (EST). EST belongs to ESP approach, which began soon after the Second World War, when a large development in scientific,
technical and economic domains was launched. Many theorists and educators began designing EST courses and syllabi, which would focus on the language students might meet in their studies and future work, and which would be relevant to their needs. Thus ESP and its branch EST are learning and teaching methods in which the selection of the course content and techniques are based on the learner’s reason to study. Munteanu (2011) defines EST as “the language used in the professional contexts of natural sciences and technology” (p.7). According to the above mentioned definition, EST is a professional area of ESP that is used to deal with science matters.

1.3 Needs Analysis (NA)

1.3.1 Definition of Needs Analysis

Analysing learners” needs is a process that should be carried out before designing any ESP or even General English, henceforth GE, course. Hutchinson and Waters (1987) claim:

“We have defined ESP as an approach to course design which starts with the question „why do these learners need to learn English?” But it could be argued that this should be the starting question to any course, General or ESP” (p. 53)

The definition of needs varies depending on the purpose of analysis but all take the learner as a focus of analysis. Lawson (1979) defines “need” as “something that is recognised but it is not in any sense “discovered”, and its “existence” derives from whatever criteria are thought to be relevant in making the diagnoses” (as cited in Essossomo, M., S., p.04).
This implies that in order to recognise “needs” one would have to carry out some kind of assessment or evaluation of the existing situation and the diagnosis of assessment results would reveal any lacks.

Widdowson (1981) differentiates “goal-oriented” definition from “process-oriented” definition of needs: “The former refers to what the learner needs to do with the language once he or she has learned it, while the latter refers to what the learner needs to do to actually acquire the language” (as cited in Essossomo, M., S., p.04). This definition points to the importance of recognising the present condition of the learner as far as language learning is concerned, and the target situation where the learner will be required to use the language.

Hutchinson and Waters (1987) make a distinction between “target needs” and “learning needs”. The target need refers to what the learner needs to do in the target situation and the learning need refers to what the learner needs to do in order to learn (p.54). They further subcategorise target need into:

**Necessities;** what the learner has to know in order to function effectively in the target situation.

**Lacks;** the difference between necessity and what the learner already knows.

**Wants;** what the learners actually want to learn or what they feel they need. (pp.55-57).

There are many sources that contribute to gathering data for needs analysis. Dudley Evans and ST John (1998) assume that there are two types of sources which are outsiders and insiders. Outsiders can offer objective viewpoints since they are not
involved in the process of analysis. However, they may afford false data because they do not experience the situation. While insiders are able to present more trustful results although they may be less experienced.

The main sources for needs analysis are: the learners, people working or studying in the field, ex-students, documents relevant to the field, clients, employers, colleagues, ESP research in the field. (ibid, p. 132)

1.3.2 Approaches to Needs Analysis

There were many approaches to needs analysis, and all of them tried to deal with the idea from its own perspective. Among them we find Target Situation Analysis (TSA) and Present Situation Analysis (PSA).

1.3.2.1 Target Situation Analysis

The aim of needs analysis is to look at what the learners are able to do by the language they have learned. Munby's (1978) approach to needs analysis was almost the most popular one in the target situation analysis. Although it was a great effort in the field of ESP, yet some aspects were not given attention, such as learners’ own needs, future needs etc.

Munby’s model was a complex and time taking procedure and was purely focused on target needs. Complexity, constraints and failure to draw a clear sketch of syllabus are shortcomings of Munby’s model. Although it was claimed that it is learner centered model, yet it only collects details about the learner not from the learner. The learner is considered here only as a participant not a student.
Munby has tried to make a homogenous group according to his targets and goals and he was concerned with individuals but not that the groups were homogenous in their wants, demands and in their learning activities. His idealisation of the language learning group is a great disadvantage of his approach. Thus, a strict specification to the goals will be less productive than a general specification. In Munby’s communicative activities that there was distinction between behavior and meaning while in Threshold Level the communicative events are so superficial that these are only utterances which cannot be directly encoded into language. However, in spite of all these shortcomings, he made great landmark in the field of ESP. Although all the critics attacked him very severely yet he is quoted in all discussions of ESP. A discussion, paper, article, or writing of ESP cannot complete without his mention. He is the only who stood first in constellation of linguists because, till now, there is no foolproof and method for needs analysis, much dependence is on individual subjective judgment.

### 1.3.2.2 Present Situation Analysis

To complement TSA, Richterich and Chancerel proposed present situation analysis (PSA) (Basturkmen, 2006). PSA draws attention to what students are able to do with language at the beginning of the course. “Whereas the target situation analysis is concerned with “needs,” the present situation analysis addresses learners’ “lacks” and “wants” ” (Flowerdrew L. in Paltridge B. & Starfield S. p. 327)
1.4 Syllabus

1.4.1 Definition of Syllabus

“A syllabus is a summary of the content to which learners will be exposed” (Yalden, 1989, p. 87). We start with Yalden’s definition of syllabus to explain that language course in general and ESP course in particular cannot be evaluated without examining the syllabus underlying the course content. To highlight the importance of syllabus, Hutchinson and Waters (1987) define a syllabus as “a document which says what will be learnt” (p.80)

Hutchinson and Waters agree that a syllabus guides and directs course planning. But this definition has been considered later as too missing. The evidence is that they focused on outcomes rather than process. In other words, they seek only to answer the “WHAT” of the course neglecting its “HOW”.

Another view claimed by Dubin and Olshtain (1991) considers syllabus as “a report of a set of concepts and principles that are significant for the course designer” (p. 28). Dubin and Olshtain demonstrate that a syllabus might be seen as a set of concepts and principles used to guide the course designer.

1.4.2 Stages of a Teaching Syllabus

Hutchinson and Waters believe that each syllabus, regardless its type, should pass through several stages before it reaches its final form. (Op.Cit.p.80). There are six stages in which the first five syllabi are external while the last one internal:
1.4.2.1 Evaluation Syllabus

As the title itself suggests, the evaluation syllabus provides an identification of the basis on which the course is successful. It depends on setting pre-course goals and knowing the language and its constituent structures.

1.4.2.2 Organizational Syllabus

The organizational syllabus enables the course designer to order the syllabus items after evaluating them. In this stage, the course designer is asked to exploit fully his knowledge about the nature of learning in order to know what item should precede the other in the course syllabus.

1.4.2.3 Materials Syllabus

After evaluating and ordering syllabus items, the designer should choose appropriate materials to guarantee the most effective way of learning.

1.4.2.4 Teacher Syllabus

The teacher is the direct contact with the learners. Thus, if he does not do his best to make things clear, then learners will have a negative image towards any item and therefore, they will never reach their needs.

1.4.2.5 Classroom Syllabus

Hutchinson and Waters consider the lesson as “a communicative event, which is created by the interaction of a number of forces” (1987, p. 82). They want to clarify that the classroom is not only the place where the course is presented. The word “classroom” involves the entire positive as well as negative factors that will affect the
presentation of that course. Here, course designers should bear in mind that the course
does not extremely reflect what was planned.

1.4.2.6 Learner Syllabus

The learner syllabus is the background knowledge learners have in their minds.
Before offering a course, learners should have a pre-concept on what will be offered
so that they can relate the past knowledge that they already acquired to the new
knowledge.

1.4.3 Types of Syllabi

According to Mohseni (2008) there are several types of syllabi. We just
remember that each type is a result of the interaction of the above stages.

1.4.3.1 Procedural Syllabus

This syllabus focuses on the meaning of the course by making the learner practice
some tasks. If he could deduce the meaning of those tasks, then he will be able to
perceive the language.

1.4.3.2 Cultural Syllabus

Cultural syllabus is concerned with all what is related to culture. Indeed, it
provides information about the learners’ culture as well as target cultures. Also, it
shows the interrelation between language and culture and how cultures are different
from each other.
1.4.3.3 Situational Syllabus

According to Mohseni (2008) one cannot disassociate language from its situational contexts. The aim of the situational syllabus is to show the way language is used outside the classroom.

1.4.3.4 Skill-Based Syllabus

The purpose of this syllabus is to develop language skills for the learner after relating them to their context of use.

1.4.3.5 Structural-Grammatical Syllabus

Structural-grammatical syllabus is used when the course designer aims at introducing grammatical notions. In this syllabus, the learner is expected to master each provided grammatical rule in order to be considered as successful.

1.4.3.6 Multi-Dimensional Syllabus

The multi-dimensional syllabus is flexible. It could bear more than one syllabus depending on the requirements of the course and the needs of the learners.

1.4.3.7 Task-Based Syllabus

The course designer focuses on selecting appropriate activities for learners. These activities should be relevant to their needs.

1.4.3.8 Process Syllabus

Process syllabus is readjusted in order to provide the opportunity to look for alternative materials and tasks that help the learner to meet his needs.
1.4.3.9 Learner-Led Syllabus

The teacher uses a ready-made syllabus and it is up to his learners to modify it according to their needs. This type has been criticised because learners can fail in making a positive modification since they do not know what they should learn.

1.4.3.10 Content-Based Syllabus

The teacher teaches his learners how to use language in their subject matter.

1.4.3.11 Notional/Functional Syllabus

Notional/functional syllabus tends to identify the communicative purpose of language. This type must be preceded by learners” needs analysis in order to know the learner’s goals. This type of syllabus is more used in ESP teaching class.

1.4.3.12 Lexical Syllabus

It is based on teaching vocabulary that is frequently used in the teaching materials.

1.5 Content

1.5.1 Overview of Content

Course content refers to all what the teacher provides in order to teach his learners. We need to refer again to Hutchinson and Waters” definition of ESP in which they state: “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” (1987, p. 19) Hutchinson and Waters see that the course content should convene learners” needs.
Content, or content knowledge\(^1\) refers to “the body of information that teachers teach and that students are expected to learn in a given subject or content area” (Content Knowledge, 2009)

1.5.2 Criteria for Content Selection

After analysing learners’ needs and setting course goals, a course designer has to select appropriate content. According to Mary Alvior (2015), there are seven criteria for the selection of content.

1.5.2.1 Interest

Learners learn best if the course is in the scope of their field study. They will be interested and more involved in its different activities.

1.5.2.2 Self-sufficiency

Self-sufficiency is realized if the teacher or the course designer is able to offer the maximum of knowledge in less time and effort.

1.5.2.3 Significance

Significant course content should meet learners’ needs and perceptions; unless, it will be considered as trivial and thus it loses its importance.

1.5.2.4 Validity

Validity is related to authenticity. In fact, authentic content will help the teacher and the learner to achieve the course pre-set goals.

\(^1\) Content knowledge is a widely used term among educators in the 21st century.
1.5.2.5 Utility

It is the teacher’s task to make learners feel that the course is useful. He should be able to convince them that the course is not only a piece of knowledge that will be tested and scored and this will be the end of the story. Instead, it can help them in their future career.

1.5.2.6 Learnability

Learnability is an important criterion in selecting course content. This latter, must be a continuum to what learners have learned before. In other words, content is learnable if learners find it familiar to them.

1.5.2.7 Feasibility

Feasibility means that the course designer, while selecting content, has to be aware of the real situation in which the course will take place and tries to accommodate the content with this situation.

1.5.3 Instruction or Subject Matter!

The issue on whether to focus on instruction or subject matter in teaching ESP is controversial. In this statement there are two key words; instruction and subject matter. To clarify the first term, instruction is the manner learners are taught and through which they get the course. Educators believe that instruction is skills-based. They consider instruction as a vital element in language teaching since it is based on teaching language skills and strategies and seeks to make learners proficient in using them.
For the second concept, subject matter or, as also called, content area is teaching about particular field study. (Content Area, 2013) It generally refers to “the facts, concepts, theories, and principles that are taught and learned, rather than to related skills—such as reading, writing, or researching—that students also learn in academic courses.” (ibid)

Now, language or content? It is obvious that language refers to instruction and content refers to subject matter. ESP teachers cannot neglect the importance of the former, but for the ESP learner, “language is a means to an end, it is one more tool. It is not an end in itself. (ESP teachers must teach specialist content, 2010)

From this statement, it can be seen that an ESP teacher cannot give priority to language than content unless; he becomes a general English teacher. He should rather teach content through language skills and strategies; what Dudley Evans and ST John (1998) call “carrier content” and “real content”

1.5.4 Carrier Content and Real Content

Dudley Evans and ST John (1998) argue that the notions of “Carrier Content” and “Real Content” are very important in understanding ESP approach. Carrier content is the topic of the presented material which should be inside the scope of the learners’ specialty; whereas real content is the language forms or skills that will be taught. (p. 11). For example, if an EST teacher wants to teach simple present, he will look for an appropriate text in the specialty to do so, for instance a text about photosynthesis. Here, photosynthesis is the Carrier content, while simple present is the real content.

A competent ESP teacher is the one who could coordinate carrier content with real content. In this situation, he should collaborate with the content teacher.
1.5.5 Teacher Collaboration with Content teacher

Before elucidating the collaboration of ESP teacher and content teacher, we should first make a difference between them. For instance, an ESP teacher is the one who teaches English language to a given specialty; while content teacher is the one who teaches about the content of that specialty.

ESP teachers are generally graduated from faculties of arts and languages, and have nothing related to the specialty they teach. Therefore, they have to coordinate content teachers since they “have the responsibility for introducing students to and training them in a particular disciplinal profession” (Brennan & Naerssen, 1989. p. 196). Also ESP teachers “need to hear the content teachers” concerns about the learners” ability to communicate effectively in English in their academic and professional work, and they need to be open to their suggestions” (ibid. p. 196)

ESP teacher always asks himself whether the course is relevant and appropriate for students in their content area or not. Thus, he needs to collaborate with the content teacher in order to get the right orientation. In few words, content teacher provides the carrier content and ESP teacher offers the real content. (Dudley Evans & S.T John, 1998, p. 16)

1.6 Conclusion

This chapter has shown that ESP is an approach to language teaching that emerged as a result of a demand of a brave new world, a revolution in linguistics, and focus on the learner. (Hutchinson & Waters, 1987). There are many areas under the umbrella term of ESP, particularly EST which is English taught to science and technology students depending on their needs and wants.
We classify those needs under three divisions; necessities, lacks and wants, and their analysis can be conducted under various approaches such as target situation analysis and present situation analysis in order to achieve the primary goal of ESP course in terms of meeting learners’ needs and wants. We have also discussed the aspects of syllabus that guide and direct the course designer. We have presented some definitions of syllabus, stages of designing a syllabus and syllabus types. The other element developed in this chapter, is the course content and its essential role in teaching ESP language skills and the necessity of collaboration and coordination of ESP teacher and content teacher.
CHAPTER TWO
RESEARCH DESIGN AND METHODOLOGY
2.1 Introduction

The present study aims to examine whether English course meets learners’ needs in terms of language content areas, and learning styles. The investigation was conducted at the NVTI in Said Otba – Ouargla. In addition, this study uses a population of ten trainees taking English language course. In order to achieve the aim of my study, I used a triangulation method combining a students’ survey and a quasi-experimental method. The chapter deals with the description of research participants (students), instruments, methods and procedures.

2.2 Participants

In this study, we are concerned with the evaluation of the extent to which ESP course delivered in the Institute meets learners’ needs. Since learners needs analysis is our major focus, we consider learners as our participants. There were quite a few number of students who take the course of Hygiene, Security and Environment, henceforth (HSE). Students get admitted into this institute on the basis of having the baccalaureate level.

2.3 Data Collection Instruments

I used a students’ questionnaire and a quasi-experimental method including a pretest and posttest as research instruments through which both quantitative and qualitative data are collected. These instruments were used to achieve the purpose and objectives of the study.

2.3.1 Students’ Questionnaire Survey

According to the model proposed by Dudley Evans and St John (1998), questionnaires are data collection instruments used for quantitative information. They claim that it is difficult to construct a good questionnaire which includes objective and unambiguous answers, and avoids time boredom for responders at the same time.
Based on this model, the needs analysis questionnaire is given to 10 trainees, and designed to evaluate the learners’ present and future language and communication needs, and also to assess the HSE English course the respondents had during their first-year programme.

The objectives of this questionnaire are to evaluate the effectiveness of the HSE English course taught during the first year programme by getting their feedback on the course, to conduct a detailed needs analysis and to get their suggestions on how to improve the course content in order to make it more effective and to get their views on how the course should be delivered.

The questionnaire containing 13 items had the following 04 sections:

A. Personal Information comprising 03 items
B. Part One: Students’ Target Situation Analysis comprising 06 items
C. Part Two: Students’ Present Situation Analysis comprising 02 items
D. Part Three: Suggestions for Course Improvement comprising 02 items

2.3.2 Quasi-experimental Study

A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on the subjects of this inquiry. Thus, a quasi-experimental method of pretest, treatment and posttest is conducted.

2.3.2.1 Administration of the Pretest

In this step, I assigned a pretest in which I asked the trainees to read the text and answer multiple choice questions and open-ended questions. They were also asked to match up key words with their definitions, extract from the text nouns, verbs and adverbs, reorder sentences and finally fill in the crossroad vocabulary game.
2.3.2.2 Lesson Plan

After analysing the questionnaire and getting the scores of the pretest and being acquainted with students’ strengths and weaknesses, we plan a lesson in which we try to undertake the weaknesses that hinder students’ improvement.

Lesson plan sheet includes my name, the name of the specialty, the skill that will be focused, the topic (carrier content), the lesson (real content), time allocated, visual aids, and objectives of the lesson.

The lesson plan sheet is divided into 03 stages:

The first one is the “worm-up” stage that is planned to last 05 minutes in which I prepare students for the text by asking introductory questions.

The second one is “as you read” stage that is planned to last 40 minutes in which I read the text then students read and answer questions on the board.

The third one is “post reading” stage that is planned to last 45 minutes in which I present the lesson, write keywords definitions on the board and ask students to write them in their copybooks, and finally, I set a task in order to measure students’ feedback.

2.3.2.3 Administration of the Posttest

I assigned a posttest on the basis of what I have done in the treatment stage. Thus, the posttest will judge the extent to which the presented lesson contributes to enhancing students’ English proficiency and reducing their weaknesses.

In 45 minutes, I asked the 10 trainees to read the text carefully and answer multiple choice questions, open-ended questions, match words from the text with their definitions, fill the gaps and finally reorder the letters to obtain meaningful words.
2.4 Data Collection Procedure

The present study follows a descriptive analytical method. The reason behind selecting these two methods lies in the fact that students’ answers and scores should be described and then analysed in order to be interpreted and discussed to get a positive feedback.

We use a triangular method to conduct this study; namely, a students’ needs analysis questionnaire to describe quantitative data and a quasi-experimental method to describe qualitative data.

We choose this mixed method since qualitative data are not sufficient to specify learners’ needs and define the course content weaknesses and strengths. Therefore, it should be reinforced by a method that analyses data quantitatively such as the quasi-experimental method.

I distributed the students’ needs analysis questionnaire in a face-to-face meeting. In April 2015, I gathered students in their classroom and asked them to complete the questionnaire after I did a detailed explanation of each section. In order to make respondents feel comfortable, I waited till the English course session has finished because they would never feel at ease in front of the teacher while answering questions about her performance in the classroom. By doing so, we believe that we can succeed to a great extent in obtaining reliable data.

The questionnaire took from students about twenty (25) minutes to be completed. Then, we collect it to test our hypothesis.

Concerning the quasi-experimental method, I administered the pretest in April 2015 inside the classroom in a period of 45 minutes. Students were afraid because
they thought that it was an official exam, but when I clarified the situation, they could answer easily.

The treatment stage is realized when I presented a reading course after a week from distributing the pretest. We prepared in advance a lesson plan sheet, and when the lesson starts, I distributed my material which is a text supported by pictures. Students enjoyed looking at the pictures and watching the video show which contributes to the smooth flow of information.

I distributed the posttest in May 2015 in a period of 45 minutes. Students were not stressed since they already undertook the experience of the pretest. I read the text and explained the questions to make everything clear and help students to respond effectively.

2.5 Data Analysis

As we have mentioned before, we analyze data by means of a questionnaire and a quasi-experimental method in which we make use of a pretest and a posttest. We use percentages to analyze the results of the questionnaire. Findings are illustrated in pie charts and histograms.

In order to analyze the results of the two tests, we use the standard deviation statistical analysis.

2.6 Conclusion

This section presents a detailed rationale for the research method. It sets the sample, instruments, procedures and data analysis.
CHAPTER THREE
FINDINGS,
DISCUSSIONS AND
RECOMMENDATIONS
3.1 Introduction

The aim of this chapter is to analyse the students’ questionnaire and the scores of both pretest and posttest. It provides students’ answers of the questionnaire in terms of pie charts and histograms. And then, presents the students’ scores in both pretest and posttest. This will help understand the respondents’ views concerning the ESP course currently taught at the 2nd National Vocational Training Institute in Said Otba - Ouargla.

The presentation of the data analysis is followed by a discussion of the findings, in order to either prove or deny the research hypothesis, and recommendations for course improvement.

3.2 Interpretation of the Findings

3.2.1 Students’ Questionnaire

Figure 1: Students’ Age

From pie chart 1, it can be seen that most of the students’ ages are between 20 and 22 years old, 20% of them are between 22 and 24, while the smallest category is the ages between 18 and 20 years. In general, we assume that the group is homogeneous since students’ ages are not far from one another. In addition, they are adults and this is a primary characteristic of ESP course.
Figure 2: Students’ Gender

![Pie chart showing 70% male and 30% female students.]

Figure 2 shows that males are more than females. This great differential between the two categories may be due to two reasons. The first reason is because males have more opportunity to get future jobs in the specialty since it is based on hard working on the terrain. And the second reason is because most of females cannot get such kind of jobs due to social taboos and other cultural issues.

Figure 3: Students’ Learning Period of English

![Pie chart showing 70% 04-juin, 20% 06-août, and 10% 08-oct.]

Figure 3 demonstrates that most of the students have been studying general English from 6 to 8 years. This period is enough for them to get at least the basics of English language, and this will help the ESP teacher to perform his task without being obliged to start from teaching the alphabet.
Part One: Students’ Target Situation Analysis

1. Why do you need to study English?

**Figure 4**: Students’ needs to study English

As shown in figure 4, students’ answers about the need to study English represent that 90% of them need English to succeed in their studies. All the males have chosen the second option which is using English for future job career explaining the reason of the big number of males in the group. Few of students have answered positively on using English for communicating with English native speakers. This may be because English is not as a powerful language as French in Algeria. That is why students do not expect to face English native speakers in their future career.
2. What is your attitude towards the course?

**Figure 5:** Students’ attitudes towards English course

Concerning students’ attitudes towards English course, the majority of students see that English is important and therefore, they want to improve it. This shows that they have positive attitudes towards the course.

3. Which of the skills do you need to be focused

**Figure 6:** Skills needed

From figure 6, it has been found that vocabulary is the most needed skill. Students need to learn the specialized vocabulary used in order facilitate learning and comprehension. They also expressed a need to read a lot to have an idea about their subject specialty, and they need to speak and listen in order to get the right pronunciation of the terms. In addition, they claimed their desire to write reports in their future career.
4. How do you want the course to be taught?

Figure 7: Way of teaching the course

70% of the students prefer to use both multi-media and chalkboards in the classroom. This proves that multi-media aids together with the board contribute to the easy flow of information.

5. Where do you want to study?

Figure 8: Place of study

Figure 8 illustrates that 80% of the group prefer to study in classroom and terrain at the same time. This may be due to the nature of their specialty requiring more practice than theory.
6. **What is the appropriate time set of English course for you?**

**Figure 9:** Time set of the course

Figure 9 indicates that 60% of the students believe that they need to study English three years. This period is equal to the period of their graduation. Thus, students need to study English every year. This demonstrates that English has an equal importance with the other specialty courses taught in the institute.

**Part Two: Students’ Present Situation Analysis**

7. **To what extent do you agree with these statements?**

**Figure 10:** Weaknesses and strengths of the course
Figure 10 shows that students assume that the main strengths of their course are learning definitions for difficult vocabulary, identifying the course objectives and having answers for any raised question during the session. The major weaknesses observed by students are the inappropriate materials used in the course which prevents them to understand the course content.

8. Read the following statements and state you agree with them or not:

**Figure 11: Criteria of content selection**

**Figure 11.1: Answers with YES**

- ESP teacher seems to be comfortable when he teaches you: 60%
- ESP course goes in accordance with your needs: 60%
- ESP course content convenes your field of study: 40%
- ESP course is interesting: 60%
- ESP course will benefit you in your future career: 40%
- ESP course ideas can be deduced easily: 40%
- ESP teacher respects time allocated for the course: 30%

**Figure 11.2 Answers with NO**

- ESP teacher seems to be comfortable when he teaches you: 70%
- ESP course goes in accordance with your needs: 20%
- ESP course content convenes your field of study: 60%
- ESP course is interesting: 60%
- ESP course will benefit you in your future career: 40%
- ESP course ideas can be deduced easily: 60%
- ESP teacher respects time allocated for the course: 80%
Concerning students’ attitudes towards ESP course content selection criteria, self-sufficiency and learnability are the most important criteria of the course. While, significance, validity, interest, utility and feasibility are nearly missing. These results show that the course content is not appropriately selected.

**Part Three: Suggestions for Course Improvement**

9. Which of the following statement helps you to improve your level?

**Figure 12:** Students suggestions to improve their level

![Bar chart showing student suggestions for course improvement](image)

- Get access to the syllabus before starting the course: 90% Yes, 10% No
- Change the teacher’s method of presenting the course: 60% Yes, 40% No
- Participate inside the classroom: 90% Yes, 10% No
- Practise enhancing activities inside the classroom: 90% Yes, 10% No
- Study specialised texts: 90% Yes, 10% No

Figure 12 reveals students’ suggestions for course improvement. Most of them agree with the proposed choices in the question. This demonstrates that they are not satisfied with the current situation of presenting the course.
10. Which activities do you prefer to practise inside classroom?

**Figure 13:** Preferred activities inside classroom

As seen from the figure shown above, students agree on using multi-media and vocabulary games in their learning. 70% prefer to discuss the content with the teacher, and many others want to make presentations in English.

### 3.2.2 Experimental Study

**Table 1:** Students’ scores in the pretest

<table>
<thead>
<tr>
<th>Students</th>
<th>Scores out of 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>7</td>
</tr>
<tr>
<td>S2</td>
<td>8</td>
</tr>
<tr>
<td>S3</td>
<td>8</td>
</tr>
<tr>
<td>S4</td>
<td>8</td>
</tr>
<tr>
<td>S5</td>
<td>9</td>
</tr>
<tr>
<td>S6</td>
<td>9</td>
</tr>
<tr>
<td>S7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>S8</td>
<td>10</td>
</tr>
<tr>
<td>S9</td>
<td>11</td>
</tr>
<tr>
<td>S10</td>
<td>12</td>
</tr>
</tbody>
</table>

**Table 2:** Students’ scores in the posttest

<table>
<thead>
<tr>
<th>Students</th>
<th>Scores out of 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>8</td>
</tr>
<tr>
<td>S2</td>
<td>9</td>
</tr>
<tr>
<td>S3</td>
<td>10</td>
</tr>
<tr>
<td>S4</td>
<td>10</td>
</tr>
<tr>
<td>S5</td>
<td>11</td>
</tr>
<tr>
<td>S6</td>
<td>12</td>
</tr>
<tr>
<td>S7</td>
<td>12</td>
</tr>
<tr>
<td>S8</td>
<td>12</td>
</tr>
<tr>
<td>S9</td>
<td>13</td>
</tr>
<tr>
<td>S10</td>
<td>14</td>
</tr>
</tbody>
</table>

**N.B:** students are classified randomly. S1 in table 1 and S1 in table 2 do not forcibly mean that they refer to the same student.

After we set students’ scores of the pretest and the posttest, we use standard deviation statistical analysis for comparing them. To determine the standard deviation, we will follow this rule:
\[
\sigma = \sqrt{\frac{\sum (x - \mu)^2}{n}}
\]

Refers to Standard Deviation

Refers to each score

Refers to the Mean

Refers to the number of students

Table 3: Results of the scores

<table>
<thead>
<tr>
<th>Variables</th>
<th>Numbers of students</th>
<th>Median</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ scores in the pretest</td>
<td>10</td>
<td>09</td>
<td>9,2</td>
<td>1,46</td>
</tr>
<tr>
<td>Students’ scores in the posttest</td>
<td>10</td>
<td>11,5</td>
<td>11,1</td>
<td>1,75</td>
</tr>
</tbody>
</table>

The analysis of the two tests results (Table 3) above show that the pre-test yielded lower mean than the post-test. Thus, we deduce that learners’ level has improved in comparison to their state of knowledge before the implementation of the treatment lesson. That is, they grew their abilities to read a text, understand it and answer questions about it. They could also identify the key words and their definitions. In addition, they performed effectively vocabulary games. The treatment produced a positive effect. This effect was achieved since the treatment lesson was based on the results of both questionnaire and pretest. Indeed, the questionnaire results indicate that
learners need to focus on vocabulary and reading skills more than any other skill. The pretest depicted the weaknesses of the learners in these two skills. In the light of these data, I have designed a treatment lesson in which I included most of attributes stated in the questionnaire.

The values of the standard deviation in both pretest and posttest show that it is not far from the mean. We conclude that learners’ levels are not so different from one another. This would help the ESP teacher to present the lesson in a way that neither makes only good students understand and react nor let them feel bored till average and weak students understand.

3.3 Recommendations

The results of the present study suggest the following recommendations. It would be useful to consider and apply these recommendations within three main contexts, namely ESP teacher context, Teaching situation context and course content context.

3.3.1 ESP Teacher

- ESP teacher lacks experience in the required field of study. He needs to be formed by attending training courses and participating in workshops and conferences. This may help him to be familiarised with the specialised content.

- ESP teacher is usually graduated from English language faculties. This may help him to teach GE, but when it comes to teaching ESP, he must collaborate with content teacher in order to identify the real lacks of the learners and try to reduce them. Thus, he is expected to coordinate with the subject matter teacher either formally by attending lectures, or informally through conversing with him.
• ESP teacher should analyse his learners’ needs at the outset of the course so that the course outcomes would be more effective. He can design a set of questions around learners’ needs and expectations about the course, analyse them, and then identify their real needs.

• ESP teacher should change and improve teaching methods continuously for course improvement.

• Learners’ involvement and participation should be valued and encouraged as ESP is a learner-centered approach in which focus is more on learner than teacher.

• ESP teacher needs to vary classroom multi-media materials. From the results found in this study, it is clear that learners’ perform better in a course based on audios or visual aids.

• ESP teacher must encourage students to make oral presentations in English. This will pave the way to an ease of speaking the language and enriching the learners’ background, especially if the presentations are under their subject specialty.

• ESP teacher should use vocabulary games in teaching specialized vocabulary. Indeed, learners learn better when the lesson is in the form of a vocabulary game. They will never feel bored.

3.3.2 English Teaching Situation

• ESP teachers should be supplied with a syllabus specific to HSE field consisting of predetermined objectives.

• Time schedule may influence learners’ motivation. For instance, the current English course is taught in the afternoon second period session. This would negatively affect their motivation as well as performance in class.
• Class size has also an impact on their motivation. If students are few, they will grasp information easily. In addition, a small class size helps the instructor gain time and effort.
• English course is not valued with other delivered subjects in the institute. The institute needs to review the value coefficient of English language course.

3.3.3 Course Content
• Learners need to study GE before taking an ESP course. Although they studied more than six years before being enrolled in the institute, they remain weak in the basics of English language.
• ESP teachers when presenting communication skills should base them on learners’ needs in the target situation. In other words, they teach them writing to produce reports, reading to discover specialised vocabulary, listening to obtain the right pronunciation of the widely used terms, and speaking to communicate with English native speakers.
• An efficient ESP teacher can set a balance between instruction and subject matter. He should neither focus on teaching skills without any reference to the content of the specialty, nor concentrate on teaching content neglecting language skills. He can perform this by teaching language skills through specialised texts.

The recommendations listed above match up with the third research objective, i.e. working out proposals for course improvement.

3.4 Conclusion
The third chapter has presented the results of research instruments. First, we analysed learners’ answers on the questionnaire. Second, we have analysed their scores in the pretest and posttest, and accounted for the effect of treatment stage on
their performance in the posttest. At last, we have suggested some proposals for course development.
CONCLUSION
Conclusion

The aim of this study is to see the extent to which ESP course content offered at the NVTI meets learners’ needs. We also aim at identifying the weaknesses and strengths of the course, then workout some proposals for course improvement. In order to achieve these objectives we asked the following question: To what extent does the ESP course taught at the NVTI reflect learners’ needs and wants?

Based on the above mentioned question, we formulated our hypothesis. We suggested that the ESP course content offered at the NVTI may meet learners’ needs and wants.

We have followed both analytical and descriptive methods. We have adopted this methodology to collect, describe and analyse data obtained from the research instruments. In this respect, we have used both needs analysis questionnaire and quasi-experimental method.

The results have shown that when learners are included in course design, this helps them assimilate and understand ESP course. Thus, ESP course offered at the NVTI may be improved if it meets their needs. We have completed the study with a set of recommendations to be followed in designing effective ESP course.
References


ESP teachers must teach specialist content. (January 5, 2010). Retrieved on April 05, 2015, from: http://creativecommons.org/licenses/by-nc-sa/3.0/


APPENDICES

Appendix (A)  Student’s Questionnaire
Appendix (B)  Pretest
Appendix (C)  Lesson Planning Sheet
Appendix (D)  Course Material (Pollution)
Appendix (E)  Posttest
Student’s Questionnaire

Dear trainee,

I am conducting a research paper for the fulfillment of a Master degree in Applied Linguistics and English for specific purposes. My research topic is ESP course content evaluation in terms of relevance to learners’ needs and perception. The aim of this questionnaire is to account for your views and perceptions about your English course and at the same time work out some proposals for course improvement.

Your cooperation is greatly appreciated. All responses will be strictly confidential.

Personal Information

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>How long have you been studying English?</td>
<td></td>
</tr>
</tbody>
</table>

Part One: Students’ Perceptions about the Course

Tick the appropriate answer

1. Why do you need to study English?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Succeed in your studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use it in your future job career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Communicate with English native speakers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is your attitude towards the course?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I want to improve my English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I find that English is not important</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Which of the skills do you need to be focused?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Grammar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. How do you want the course to be taught?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Using multi-media materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Using chalkboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Using both of them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Where do you want to study?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. In the terrain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. In both of them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What is the appropriate time set of English course for you?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. A year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Two years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Three years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part Two: Students’ Present Situation Analysis

Tick the appropriate answer

7. To what extent do you agree with these statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main ideas of the course are clear and specific</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definitions are given for difficult vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overheads and chalkboards are used effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher presents materials appropriate to your knowledge and background</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher explains the information in an easy-to-understand language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher supported the course with useful classroom discussions and exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher made clear statement of the purpose of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher responded to problems raised during the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Read the following statements and state whether you agree with them or not

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESP teacher seems to be comfortable when he teaches you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP course goes in accordance with your needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP course content convenes your field of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP course is interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP course will benefit you in your future career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP course idea can be deduced easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESP teacher respects the time allocated for the course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part three: Suggestions for Course Improvement

Tick the appropriate answer

9. Which of the following statements helps you to improve your level?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Get access to the syllabus before starting the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Change the teacher’s method of presenting the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Participate inside the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Practice enhancing activities inside the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Study specialized texts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Which activities do you prefer to practice inside the classroom?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use multi-media materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Discuss the subject matter under the teacher’s guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Play vocabulary games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Make presentations in English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you
Pre-Test

Reading Comprehension:

Read the text carefully and answer the following questions.

Land pollution is the destruction of the earth’s land surfaces, often directly or indirectly as a result of man’s activities and their misuse of land resources. It occurs when waste is not thrown properly, or can occur when humans throw chemicals unto the soil in the form of pesticides, insecticides and fertilizers during agricultural practices. Exploitation of minerals has also contributed to the destruction of the earth’s surface.

(Adapted from: What is land pollution, 2008)

Activity one: Answer from the text:

1. What is the appropriate title for the text?
   - a. Pollution
   - b. Land Pollution
   - c. Environment

2. How many paragraphs are there in the text?

3. What is land pollution?

   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………

Activity two: Read the following statements and put a cross in the right box:

<table>
<thead>
<tr>
<th>Statements</th>
<th>True</th>
<th>False</th>
<th>Not Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Land pollution occurs when waste is thrown properly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Land pollution is harmful for our health.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Exploitation of minerals destroys the earth’s surface.

Activity Three: Match each word with its appropriate definitions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chemicals</td>
<td>A substance or preparation used for killing insects.</td>
</tr>
<tr>
<td>2. Pesticides</td>
<td>Any substance used to fertilize the soil</td>
</tr>
<tr>
<td>3. Insecticides</td>
<td>A substance produced by or used in a chemical process.</td>
</tr>
<tr>
<td>4. Fertilizers</td>
<td>A chemical used to kill pests, especially insects.</td>
</tr>
</tbody>
</table>

Activity Four: The following statements are mixed. Read them carefully and reorder them (put numbers from 1 – 5).

- Land pollution is a negative phenomenon.
- It occurs when people throw rubbish everywhere.
- Land pollution can cause serious diseases.
- Therefore, we should fight it.
- Together protect our environment.

Activity Five: Vocabulary Game

Fill the following crosswords using words from the text

```
i
n
p s

G  s

G

G

G

t c h l

G

e r
```
**Lesson Plan Sheet**

<table>
<thead>
<tr>
<th>Teacher: BOUROGAA Samia</th>
<th>Specialty: Hygiene, Security and Environment (HSE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill: Reading</td>
<td>Title: Pollution</td>
</tr>
<tr>
<td></td>
<td>Time allocated: 1h 30</td>
</tr>
<tr>
<td>Lesson: Introducing new vocabulary</td>
<td>Visual Aids: Photos, lap top, data show</td>
</tr>
</tbody>
</table>

**Objective:** To enable trainees to read, understand and do the required tasks

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Student's task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage one: Warm-up</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher asks students to give an idea about pollution.</td>
<td>Student defines pollution.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> What types of pollution do you know?</td>
<td>Student tells the types of pollution.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> Well. Let's know more about the topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Stage two:</strong> As you read</td>
<td></td>
</tr>
<tr>
<td><strong>Step 1:</strong> Teacher reads the text loudly after setting a task on the board.</td>
<td>Students answer orally.</td>
</tr>
<tr>
<td>&quot;What are the dangerous effects of pollution?&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2:</strong> Teacher reads again the text.</td>
<td>Students listen and follow.</td>
</tr>
<tr>
<td>Teacher sets a task on the board to be done by trainees.</td>
<td>Students do the task on the board.</td>
</tr>
</tbody>
</table>

**Stage three: Post reading**

Some students read loudly.
Teacher asks students to take down the activity on their copybooks.
Teacher asks students to underline all the keywords of the text. Then asks students to define them.
Teacher writes keywords definitions on the board and asks students to write them on their copybooks.
Teacher sets a task. (Vocabulary game)

Some students read.
Students write the activity on their copybooks.
Students underline the keywords of the text and answer orally.
Students write the definitions on their copybooks.
Students do the task.
In the modern world, different forms of pollution take oxygen from the air, rivers and oceans. In our cities, vehicles and factories swallow oxygen, and their fumes poison the air with carbon dioxide (CO2).

This urban pollution spoils the air we breathe. It is the major cause of diseases such as lung and skin cancers. If nothing is done to reduce carbon dioxide emissions, most of us will die of these diseases.

In the countryside, fertilizers which contain phosphorus and sulphur spill over into rivers. As a result, fish is dying in increasing numbers, and aquatic life is suffocating from lack of oxygen.

References
2. Pictures from the net.
Posttest

Reading Comprehension:
Read the text carefully and answer the following questions.

Ecology is the study of the relationships between living things and their surroundings, or environment. Scientists who work in ecology are called ecologists. Ecologists examine how living things depend on one another for survival. They also study how living things use such natural resources as air, soil, and water to stay alive.

Ecology is important because it shows how changes in the environment affect the survival of living things. For example, when pollution kills certain living things, the animals that feed on them also may die. The work of ecologists has convinced many people to protect the environment and all the ecosystems that it supports.

(Activity adapted from “Ecology”, 2015)

Activity one: find answers from the text.
1. What is the appropriate title for the text?
   a. Ecology
   b. The importance of ecology
   c. Ecology and environment
2. What is ecology?

Activity two: Read the following statements and put a cross in the right box:

<table>
<thead>
<tr>
<th>Statements</th>
<th>True</th>
<th>False</th>
<th>Not Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ecology is the science of plants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Many ecologists work in the nature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ecologists convinced people to protect the environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity three: Match each word with its appropriate definitions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ecology</td>
<td>The totality of the natural world, often excluding humans.</td>
</tr>
<tr>
<td>2. Environment</td>
<td>A system formed by the interaction of a community of organisms with its environment.</td>
</tr>
<tr>
<td>3. Ecologist</td>
<td>The science of the relationships between organisms and their environments.</td>
</tr>
<tr>
<td>4. Ecosystem</td>
<td>A biologist who studies the relation between organisms and their environment.</td>
</tr>
</tbody>
</table>

Activity Four: Vocabulary Game

Reorder the letters of the following words in order to be meaningful. (these words are found in the text)

l v v a r s u i  .................................................................

m v e e r i o  .................................................................

s s e e o y c m t  .................................................................
Abstract

This study attempts to evaluate the extent to which ESP course offered at the NVTI in Said Otba – Ouargla meets HSE learners’ needs. Thus, it is hypothesized that ESP course taught there may meet the needs of the learners. To check the hypothesis of this study, two procedures are used. First, a questionnaire addressed to the ten (10) trainees of “Health, Security and Environment” at the institute. Second, a quasi-experimental method is conducted to the same learners there. The results obtained confirm the proposed hypothesis to some extent. We have completed the study with a set of recommendations to be followed in designing effective ESP course.

Keywords: ESP, Learners’ Needs, Syllabus, Content.