*The Effectiveness of ESP Courses in Algerian Universities: The Case of third Year Licence Students in the Department of Economy at Belhadj Bouchaib University of Ain Temouchent*

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Didactics and Applied Languages*

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# Dedications

### To my Queen mother

The inexhaustible source of tenderness, patience and sacrifices. Your prayer and your blessing have been a great help to me throughout my life. Although I can say and write, I could not express my great affection and my deep gratitude. I hope I will never disappoint you, or betray your trust and your sacrifices. May almighty God preserve you and grant your health, long life and Happiness

### To my king father

Of all the fathers, you are the best. No dedication can express my gratitude and my deep love. May God preserve you and provide you with health and happiness. You are and you remain: for word my reference, the light that illuminates my path. This work is the result of the spirit of sacrifice that you have shown, of the encouragement and support that you are constantly showing, I hope that you will find the fruits of your seed and the testimony of my great pride in having you as a father.

### To my dear brother Farouk

my traveling companion and inexhaustible source of support. Your constant presence and your unfailing commitment have illuminated every step of this journey. Thank you for your invaluable support and for being my inspiration. This achievement is also yours

### To my dear sister Aridj

For the love with which you have always surrounded me, for your unlimited support and encouragement. Thank you for always being there, for being my supporter.

### To my best friends power-puff girls

Achwek, Fatima and imen with whom I shared the most beautiful memories , your friendship is a constant source of beauty and joy in my life thank you for always being with me .

I would like to dedicate my work to my beloved Grandma and Aunties who were my second lovely family during studying at University and All the teachers who taught me from Primary school to University

*Anfel meriem*

In the Name of Allah, the Most Gracious, Most Merciful,

All the Praise belongs to Him, the Sustainer of all.


To the light of my life, my father so dear,

Whose love and guidance are forever near.

My words fall short, but my love will forever sway.


And to my mother, my beacon, my all,

Your strength and love, an endless sprawl.

No words suffice to express my debt,

Your prayers and care, I'll never forget.


To my siblings, my pillars, my support,

Your presence in my life, a precious rapport.

And to my dear friend, Meriem, so true,

From classmate to sister, a bond so true.


In this humble tribute, I lay my heart,

Grateful for each, who played their part.

In the journey of life, by Allah's grace,

Together we stand, in love's embrace**.**


### *Nor el imen*

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# Abstract

The aim of the present study is to assess the effectiveness of ESP courses in university settings, specifically at Belhadj Bouchaib University of Ain Temouchent. This research focuses on three aspects: firstly, it explores how learning ESP improves students' abilities in their respective fields of interest. Secondly, it examines the efforts and strategies employed by teachers to successfully meet students' needs. To test these hypotheses, a combination of a questionnaire and interview was utilized. The questionnaire was addressed to students in the economics department, while the interviews involved teachers teaching ESP module. This dissertation comprises three chapters, each addressing specific aspects. The first chapter provides a theoretical overview of English for Specific Purposes (ESP), while the second chapter outlines the methodology and data collection tools used in the study. The third chapter analyzes and discusses the data obtained from the questionnaire and interviews, and offers recommendations and suggestions. The findings indicate that students hold a positive view towards both English in general and ESP in particular. Furthermore, the results demonstrate the success of ESP teaching courses, thus confirming the stated hypotheses.

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# List of Acronyms

**ESP**    English for specific purposes

**EGP**    English for general purposes

**GE**    general English

**EAP**    English for academic purposes

**LSP**    language for specific purposes

**ELT**    English Language Teaching

**EST**    English for Science and Technology

**EBE**    English for Business and Economics

**ESS**    English for Social Studies

**EOP**    English for Occupational Purposes

**EBP**    English for Business Purposes

**EEP**    English for Engineering Purposes

**EMP**    English for Medical Purposes

**EEP**    English for Engineering Purposes

**ELP**    English for Legal Purposes

**ETP**    English for Tourism Purposes

**LMD**    license Master Doctorate

# General Introduction

The exploration of English for specific purposes (ESP) has a rich history, with scholars like Hawatt (1984) emphasizing its significance within the field of Teaching English as a Foreign or Second Language since the 1960s. The rationale behind the adoption of ESP stems from its efficiency in terms of time and cost, its relevance to learners, its proven effectiveness in facilitating learning, and its alignment with the content pertinent to various disciplines, professions, and activities (Strevens, 1988).Furthermore, Munby (1975) highlights a distinction between ESP and English for General Purposes (EGP), noting that ESP typically arises from an analysis of learners' communicative needs, whereas EGP tends to be guided by predetermined goals set by institutions or experts. However, this does not imply that EGP disregards learners' needs entirely; rather, ESP tends to prioritize learners' needs to a greater extent.

The concept of needs analysis, integral to the ESP movement, emerged in language teaching during the 1960s in response to the increasing demand for specialized language programs. Applied linguists began utilizing needs analysis procedures to inform language teaching and materials development (Richards, 2002). Consequently, scholars such as Dudley and St. John (1998) assert that needs analysis serves as the foundation of ESP, as it prompts inquiries into students' needs, institutional expectations, and the specific features of the teaching context.

The objective of this study is to evaluate the effectiveness of English for Specific Purposes (ESP) course in university settings, focusing on the students of economy department at Ain Temouchent University.

To achieve this, the research seeks to address the following questions:

1. Does the employment of ESP courses in university classrooms have positive outcomes in students' academic process?

2. What are the students' perceptions and attitudes toward learning ESP?

3. To what extent are teachers' strategies employed in ESP courses effective?

In attempting to answer these questions, the following hypotheses are proposed:

1. The Implementation of ESP courses and the use of different strategies to teach ESP in university classrooms enhance students' proficiency during their academic progress.

2. The quality of ESP instruction in Algerian universities is highly appreciated.

3. The teachers' strategies employed in ESP courses are highly effective.

Consequently, the research is structured into three chapters. The first chapter is divided into two sections: the first provides a theoretical foundation, presenting an overview of ESP by defining its origins and characteristics whereas the second section of chapter one explains needs analysis. The second chapter outlines the research methodology, detailing the systematic approach employed, which utilizes mixed methods research incorporating both quantitative and qualitative data collection techniques. Specifically, interviews with ESP teachers and questionnaires administered to students in the economy department at Belhadj Bouchaib University. Finally, the third chapter focuses on the practical aspect of the study, involving the collection, analysis, and interpretation of data to investigate and evaluate ESP courses.

# Chapter One

# A Comprehensive Overview of English for Specific Purposes

# Chapter One: A comprehensive overview of English for Specific Purposes

**Introduction:**

English for Specific Purposes (ESP) emerged as a distinct discipline within applied linguistics during the early 1960s, driven by the rapid advancements in technology and economics, particularly in the United States. The proliferation of new developments across various domains sparked an increased demand for English language education, given its status as the predominant medium for global communication. This surge in interest stemmed from diverse motivations, ranging from professional advancement to academic pursuits. Consequently, a plethora of specialized language teaching materials catering to specific needs emerged, alongside a growing recognition of ESP's importance within university curricula. This chapter aims to provide an insightful examination of the literature surrounding ESP, elucidating key theoretical concepts and their relevance to our area of interest.

## 1.2. Definition of ESP

The term "ESP" (English for Specific Purposes) involves teaching and learning a set of specific skills and language needed, by particular learners for a particular purpose. Since the 1960's, ESP has flourished as one of the most dynamic branches within applied linguistics in general, and of teaching English as foreign language TEFL in particular. English for Specific Purposes (ESP) needed to be conducted in a research to meet linguistic studies broadly discussed which refers to the use of English language teaching methods and materials that are tailored to meet the specific needs and goals of learners' in particular professional or academic fields. Unlike general English language instruction, which focuses on developing overall language proficiency, ESP is designed to provide learners with the specialized language skills and knowledge necessary to effectively communicate within their specific area of interest or expertise. According to Swales "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." (Swales, 1987:19)

Swales emphasized the learner's specific purpose or reason for learning English as the driving force behind ESP. The content and method used in ESP instruction are tailored to meet the learners' specific language needs and goals

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) is a branch of English Language Teaching that places the learners' purpose for learning at the center of all decisions regarding content and methodology.

In other words, the students' objective for learning the language serves as the foundation of the course and should remain the primary focus without straying from that objective.

Paltridge and Starfield (2013) define ESP as the teaching and learning of English as a second or foreign language with the aim of using English in a specific domain. Another definition provided by Mackay and Mountford (1978) states that ESP refers to the teaching of English for a practical purpose. In other words, English should be taught in a way that enables learners to achieve a specific objective related to their area of specialization or future profession.

Evans and John (1998) proposed two categories to describe the properties of ESP: absolute characteristics and variable characteristics. The absolute characteristics refer to language teaching that is specifically tailored to meet the individual needs of the learner. It draws upon the underlying methodologies and activities of the discipline being studied, focusing on the appropriate use of language in terms of grammar, vocabulary, register, study skills, discourse, and genre. On the other hand, the variable characteristics of ESP relate to its connection with specific disciplines. In certain teaching contexts, ESP may employ different methodologies compared to general English instruction. Additionally, it is commonly designed for adult learners at the tertiary level or in professional work environments, although it can also be applicable to secondary school learners. The distinction between absolute and variable characteristics is highly valuable in resolving debates regarding what should be considered as ESP and what should not.

Based on the aforementioned definitions, it becomes apparent that ESP can be associated with a specific discipline, but it is not limited to one. Similarly, it does not have to be targeted at a particular age group or proficiency level.

Typically, learners engage in the study of English for specific purposes not out of a direct interest in the English language or culture, but because they require English for study or work-related reasons (Robinson, 1991). An ESP course aims to illustrate to learners how the language is utilized in their intended settings, while also enhancing their knowledge of specific fields of study or work in addition to their language skills. In ESP, the purpose of learning a language is not solely for the sake of language itself or for general education, but rather to facilitate entry into or enhance linguistic competence within academic, professional, or workplace environments (Basturkmen, 2006). Consequently, the role of ESP is to assist language learners in acquiring the skills necessary for their respective fields, occupations, or workplaces.

## 1.3. Origins of ESP

The roots of teaching language for specific purposes (LSP) can be traced back to ancient civilizations such as the Greek and Roman empires (Evans and John, 1998). Similarly, Strevens (1977) suggests that the history of LSP dates back at least several decades. As for English for Specific Purposes (ESP), it emerged towards the end of the Second World War, not as a planned and organized movement, but rather as a phenomenon that arose from various converging trends (Hutchinson and Waters, 1987). ESP has been implemented and practiced in diverse ways across the globe, yet we can identify three overarching reasons that contributed to the development of ESP in all contexts (ibid, 1987): the demands of a rapidly changing world, advancements in the field of linguistics, and a renewed emphasis on the learner

## Chapter One: A Comprehensive Overview Of English For Specific Purposes

As Hutchinson and Waters (1987, p.6) declare:

> As English became the accepted international language of technology and commerce. It created a new generation of learners, who knew specifically why they were learning a language. Businessman and - women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English.

English for Specific Purposes (ESP) emerged as a distinct field within English language teaching during the late 1960s and early 1970s. The catalyst for its development was the growing recognition of the need for English language instruction that caters to the specific requirements and objectives of learners in various professional and academic settings. Scholars like John Swales and Michael West played crucial roles in the origins of ESP, as they identified the limitations of traditional English language teaching methods in meeting the specialized needs of learners. They advocated for a more targeted approach that addressed the specific language demands of learners in particular fields or professions. During the 1970s, the field of ESP experienced significant growth and expansion. This era witnessed the creation of various ESP courses and materials designed for learners in specific disciplines, such as business English, technical English, and English for academic purposes (EAP). Scholars like Dudley-Evans and St. John contributed to the theoretical foundation of ESP, further advancing its development.

In the subsequent decades, particularly the 1980s and 1990s, ESP continued to evolve as researchers explored different theoretical frameworks and methodologies. Approaches such as Needs Analysis, Discourse Analysis, and Genre Analysis emerged, shedding light on how language is utilized in specific contexts and genres.

The 21st century has brought about further transformations in the field of ESP, influenced by globalization and technological advancements. There is an increasing demand for English language instruction tailored to the needs of professionals in specialized fields like medicine, engineering, and aviation. Online learning platforms and digital resources have opened up new avenues for ESP practitioners to deliver customized instruction to learners worldwide.

Throughout its history, ESP has consistently adapted to the changing needs of learners and the evolving demands of the global economy. Today, ESP encompasses a wide range of specialized areas and contexts, remaining an indispensable component of English language teaching on a global scale.

## 1.4. Characteristics of ESP.

ESP, or English for Specific Purposes, is a distinct facet of English Language Teaching (ELT) characterized by certain defining traits. Evans and Johns (1998) delineated these characteristics, dividing them into absolute and variable categories.

### 1.4.1. Absolute Characteristics

1. ESP is tailored to meet the precise needs of the learners.

2. ESP incorporates the fundamental methodology and practices of the respective discipline it serves.

3. ESP focuses on language elements such as grammar, vocabulary (lexis), register, as well as skills, discourse, and genre pertinent to the specific activities.

**1.4.2. Variable Characteristics**

1. ESP can be aligned with or crafted for particular fields of study or professions.

2. ESP may employ, in particular instructional contexts, methodologies distinct from those used in General English teaching.

3. ESP is typically developed for adult learners, often within tertiary education or professional settings. Nevertheless, it may also cater to secondary school learners.

4. ESP is generally intended for intermediate or advanced students. While most ESP courses assume a foundational understanding of language systems, they can still be adapted for beginners.   (Evans & John, 1998)

It is evident that the absolute characteristics are inherent to ESP since the needs of learners take precedence in crafting language activities. As for the variable aspects, ESP courses can be tailored for specific groups using distinct teaching methodologies; however, learners from all categories and fields of study can benefit from ESP. Consequently, ESP should be regarded simply as a teaching approach, as Evans and John describe it, or as a mindset, as illustrated by Hutchinson and Waters. They argue that ESP should not be viewed merely as a specific language product, but rather as an instructional approach where all content and methodological decisions are guided by the learners' motivations for language acquisition.

## 1.5.ESP Categories

David Carter (1983) delineates three categories of ESP:

- English as a restricted language

- English for Academic and Occupational Purposes

- English with specific topics.

For instance, the language employed by air traffic controllers or waiters exemplifies English as a restricted language. Mackay and Mountford (1978) clarify this distinction, emphasizing that while the linguistic repertoire required by such professionals may be strictly limited and situationally determined, it does not constitute a separate language but rather specialized vocabulary and phrases akin to those found in tourist phrase books. Mastering such restricted "languages" does not ensure effective communication beyond specific vocational contexts. The second type of ESP identified by Carter (1983) encompasses English for Academic and Occupational Purposes, which Hutchinson and Waters (1987) further break down into branches like English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each branch is subdivided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), illustrating specific language needs tailored to academic or professional settings. However, the distinction between EAP and EOP isn't always clear-cut, as learners may transition between studying and working environments, blurring the lines between the two. Carter's third category involves English with specific topics, where emphasis shifts from general purpose to specialized subjects. This type of ESP anticipates the future language needs of professionals, such as scientists engaging in postgraduate research or attending conferences abroad. Nonetheless, I contend that this is not a distinct type of ESP but rather an integral aspect of ESP programs, focusing on situational language derived from authentic workplace contexts analyzed through needs assessment.

ESP, encompasses various specialized language learning approaches tailored to meet the specific needs of learners in different professional or academic fields. These types

include English for Academic Purposes (EAP), focusing on academic language skills such as writing, reading, and presenting in academic contexts (Evans & John, 1998); English for Business Purposes (EBP), which targets language skills necessary for success in business environments, such as negotiation, presentation, and intercultural communication (Evans & John, 1998); English for Medical Purposes (EMP), providing language instruction relevant to healthcare professions, including medical terminology, patient communication, and reading medical literature (Jordan, 1997); English for Engineering Purposes (EEP), offering language skills tailored to engineering fields, such as technical writing, reading engineering documents, and participating in engineering projects (Belcher & Connor, 2001); English for Legal Purposes (ELP), focusing on language skills essential for legal professionals, including legal vocabulary, drafting documents, and advocating in legal contexts (Candlin & Bhatia, 2008); and English for Tourism Purposes (ETP), targeting language skills for individuals working in or studying the tourism and hospitality industry, such as customer service, tourism marketing, and cross-cultural communication (Mason, 2000). Each ESP type emphasizes language proficiency within its specific domain, providing learners with the linguistic and communicative competencies necessary for success in their respective fields.

## 1.5.1English for Academic Purposes (EAP)

EAP focuses on preparing students for academic study in English-speaking environments. This includes skills such as academic writing, reading academic texts, giving presentations, and participating in academic discussions. EAP courses often target students preparing for university studies or academic research. There are several branches to be mention, for instance English for economics studies would be discussed as follows .

### 1.5.1.1. English of Economics

English for Economics refers to the specific language used and understood by individuals studying or working in the field of economics. It involves the use of specialized vocabulary and communication within the economic context.

People may choose or need to learn English for economics for various reasons. Some do so because it is essential for their job, enabling them to handle daily tasks or enhance their employability in a business and economic environment where English is the global language. Students studying economics often require English proficiency to access relevant study materials written in English. Others may need English for new career opportunities or specific projects, while some simply aim to improve their overall English language skills. As the demand for English in economics increases, more teachers are being called upon to teach this subject. Teachers in this field must stay informed about the economics world and its language conventions

### 1.5.2. English for Business Purposes (EBP)

EBP is designed to equip learners with the language skills needed for success in business and professional settings. This may include business correspondence, negotiations, meetings, presentations, and intercultural communication skills. EBP courses cater to individuals seeking to enhance their English proficiency for career advancement or business opportunities.

### 1.5.3. English for Medical Purposes (EMP)

EMP focuses on teaching English language skills specific to the medical field. This includes medical terminology, patient-doctor communication, writing medical reports, and understanding medical literature. EMP courses are often aimed at healthcare professionals, such as doctors, nurses, and medical students, who need to communicate effectively in English within their professional contexts.

### 1.5.4. English for Engineering Purposes (EEP)

EEP provides language instruction tailored to the needs of engineering students or professionals. This may include technical writing, reading engineering documents, discussing engineering concepts, and participating in engineering projects or collaborations. EEP courses aim to help learners effectively communicate and collaborate in English within the engineering field

### 1.5.5. English for Legal Purposes (ELP)

ELP focuses on teaching language skills relevant to the legal profession. This includes legal vocabulary, drafting legal documents, conducting legal research, participating in legal discussions, and advocating in legal contexts. ELP courses cater to law students, legal professionals, and individuals working in legal settings who need to communicate accurately and confidently in English.

### 1.5.6. English for Tourism Purposes (ETP)

ETP is designed for individuals working in or studying the tourism and hospitality industry. This may include language skills for customer service, tourism marketing, tour guiding, hospitality management, and cross-cultural communication with tourists. ETP

courses aim to equip learners with the linguistic and cultural competencies necessary for success in the tourism sector.

These are just a few examples of ESP, but there are many other specialized variants tailored to meet the specific language needs of learners in various professional, academic, and vocational fields. Each type of ESP is characterized by its unique focus on language skills and communication contexts relevant to its respective field.
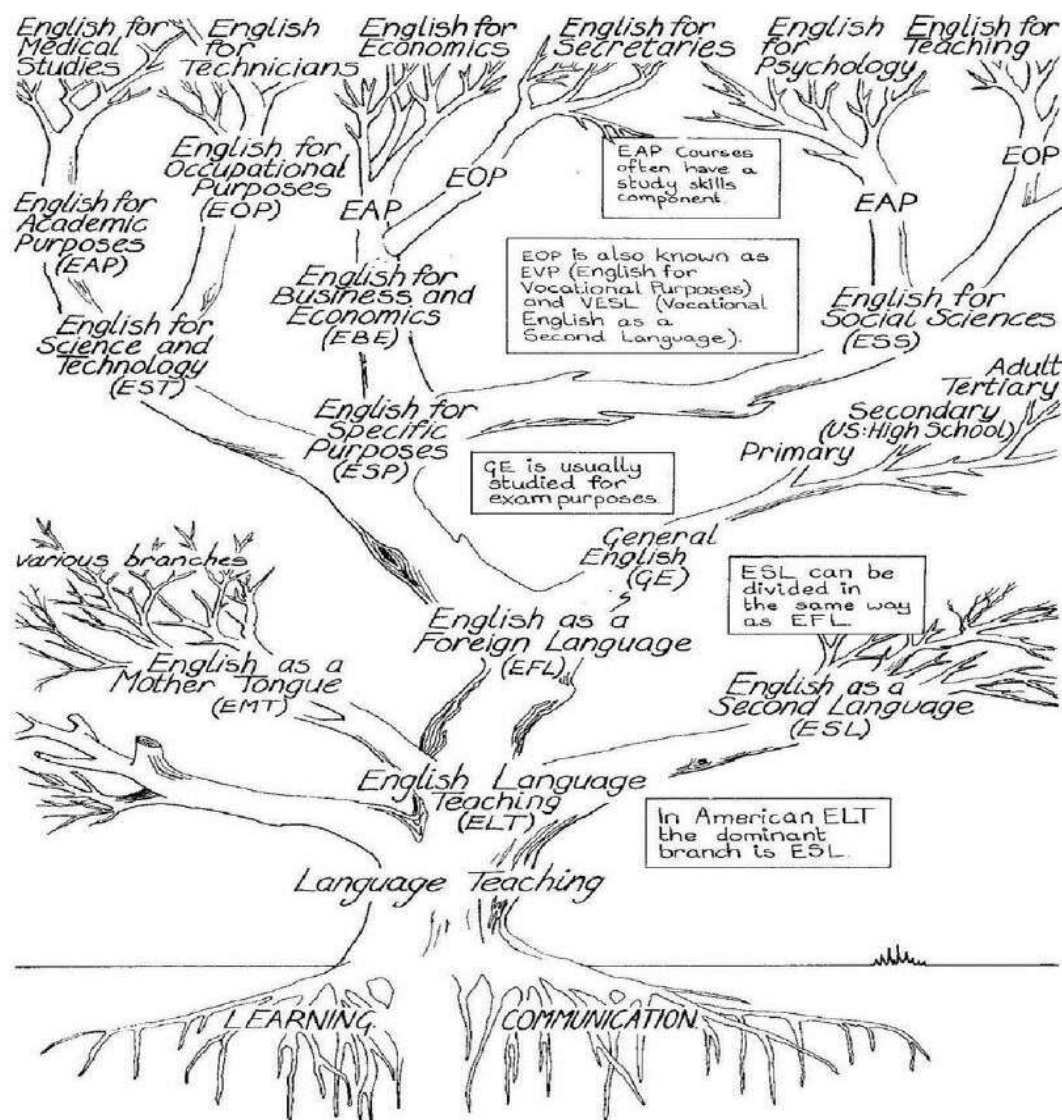
**Figure 1.1.**The tree of ELT: Hutchison, T. & Waters, A. (1987). English for Specific

Purposes: a learner-centred approach: p17

Hutchinson and Waters (1987) propose that ESP can be categorized into three primary types: English for Science and Technology, English for Business and Economics, and English for Social Sciences. These types are encompassed within two broader categories, namely English for Academic Purposes and English for Occupational Purposes.

Meanwhile, -Evans and John (1998) contend that English for academic purposes comprises various subcategories, including English for science and technology, English for medical purposes, English for legal purposes, English for management, finance, and economics, as well as English for Occupational Purposes. The latter is further divided into English for Professional Purposes and English for Vocational Purposes

### 1.6. Branches of English for Specific Purposes

Brunton (2009) highlighted the dynamic nature of ESP, noting its current vitality characterized by a proliferation of terms aimed at encapsulating the diverse range of professions now falling under the ESP umbrella. This suggests that ESP, in its contemporary form, encompasses a plethora of terms used to delineate the myriad professions that have embraced ESP teaching. Various attempts have been made by linguists to classify ESP. Carter (1983) proposed three types: English as a Restricted Language, English for Academic and Occupational Purposes, and English for Specific Topics. Specialists such as Evans and Johns (1998), as well as Strevens (1988), further categorized ESP into two main branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). While Hutchinson and Waters (1987) also acknowledged this division in their ELT tree, they suggested that the distinction between EAP and EOP is not always clear-cut due to the simultaneous study and work situations of learners. Consequently, they grouped EAP and EOP under a broader ESP category. Additionally, Hutchinson and Waters (1987) proposed another classification of ESP based

on learners' specialized areas, leading to the establishment of EST (English for Science and Technology), EBE (English for Business and Economics), and ESS (English for the Social Sciences). English for Medical Purposes presents a unique case, as it can be classified both as EAP and EOP. Medical students require English for reading textbooks and articles and writing essays, which falls under EAP. Conversely, doctors need English for preparing papers, participating in conferences, and engaging in verbal communication in English-speaking countries or with patients, which aligns more closely with EOP.

In summary, ESP encompasses a wide array of categories and subcategories, as illustrated in the diagram below.



**Figure 1.2. The Categories and Subcategories of ESP (Dudley Evans, T. and ST. Jhon,M (1998:15)**

In conclusion, the preceding section delved into one of the most prominent and beneficial frameworks within English Language Teaching, namely the 'Tree of ELT'. Within this framework, ESP was segmented into three main categories:

a) English for Science and Technology (EST),

b) English for Business and Economics (EBE)

c) English for Social Studies (ESS).

Each category is tailored to address the specialized needs of distinct fields: science and technology, business and economics, and the broader realm of social studies, which encompasses various human science disciplines (Hutchinson and Waters, 1987).

### 1.7.ESP Teaching and Learning Processes

The methodologies employed in teaching ESP adhere to the same model as any other language teaching approach. This involves several fundamental teaching activities: shaping the input, fostering learners' intention to learn, managing learning strategies, and promoting practice and use (Strevens, 1988). In ESP instruction, particular attention is given to essential elements such as learner needs, goals, and motivation. Additionally, learners' attitudes towards learning and their utilization of learning strategies are emphasized as crucial components of the ESP process. The role of the ESP teacher is characterized as that of a knowledge provider and facilitator of student learning, rather than an authoritative figure (Kashani et al., 2007).

However, the focus shifts towards designing appropriate syllabi and courses tailored to the diverse needs and fields of the learners. Unlike General English teachers, whose course designs may be dictated by tradition, textbooks, or institutional mandates, ESP teachers often dedicate significant effort to crafting syllabi that align with specific learner requirements (Hutchinson & Waters, 1987).As students are placed at the center of the learning process, they are encouraged to actively contribute both inside and outside the classroom. Students utilize their preferred learning strategies to maintain a rapid and lasting learning pace in pursuit of their objectives. Their orientation towards learning tends to be more intrinsic than extrinsic, with a focus on individualized rather than standardized

learning experiences. Students take ownership of their learning journey, accepting responsibility for their actions and the associated outcomes (Kashani et al., 2007).

**1.8. Stages in the ESP Teaching Process**

The teaching and learning processes in ESP naturally involve several distinct stages. According to Dudley-Evans and Johns (1998), these stages include needs analysis, course and syllabus design, materials selection and production, teaching and learning, and evaluation. It's important to note that ESP course design emerges from a dynamic interplay among these elements, which are not isolated or linearly linked activities, but rather phases that overlap and rely on each other. Dudley-Evans and St. Johns elucidate the theory and practical implementation of these stages in the ESP process through cyclical representations, emphasizing the continuous nature of the process and the interconnectedness of its various components.
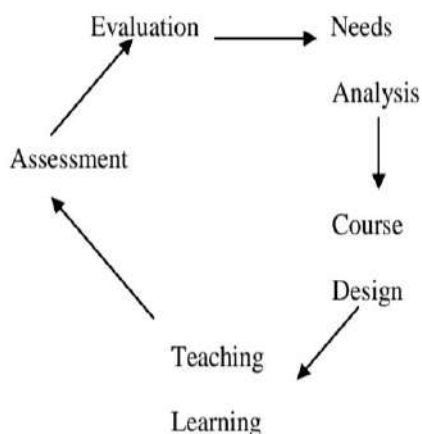


**Figure1.3.Stages in the ESP process: Theory**          **Figure1.4.Stages of ESP**
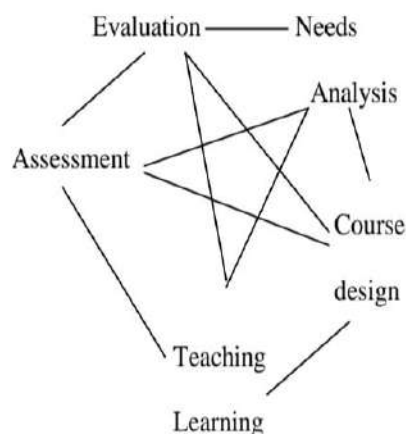
**Dudley-Evans, T., & Johns, A. M. (1998:121). Developments in ESP: A multi-disciplinary approach. Cambridge University Press.**

The interconnected nature of basic elements within the ESP teaching process is well-established, with a blurring of lines between theory and reality, as noted by Dudley-Evans and St. Johns (1998). They liken the simplicity and clarity of theoretical models to a more complex and intertwined reality. Successful ESP courses are those where the syllabus and materials are crafted based on a thorough analysis of learners' communication needs (Mumby, 1978). Additionally, such courses are characterized by aims and contexts primarily determined by the practical English language requirements of the learners, rather than general educational criteria (Strevens, 1977).

However, the effective design of ESP courses entails examining further parameters. Miliani (1994), after studying the Algerian context, identifies four essential pre-design processes:

a. Situation analysis: This encompasses understanding the general requirements of learners and institutions, including their profiles, attitudes, and available materials.

b. Setting aims and objectives: Identifying and analyzing learners' needs leads to establishing overarching goals and desired outcomes for the courses.

c. Generating syllabus content: Organizing syllabus content involves sequencing materials in a manner that forms a cohesive continuum (Benyelles, 2009).

d. Assessment: Gathering data on the syllabus before or during implementation allows for adjustments to its content.

These descriptions highlight that the initial step in the ESP teaching process involves identifying and analyzing learners' needs. Subsequently, ESP course development should align closely with these identified needs and preferences. The outcomes of needs analysis serve as a guiding framework for teachers in designing appropriate syllabi, creating course materials, and selecting teaching and assessment methods.

### 1.9. General English (GE) and English for specific purposes (ESP) in theory and practice

The definition of English for General Purposes (EGP) is often criticized for its lack of clarity, especially since "general purposes" remains vaguely defined. Strevens suggests a more precise term, "English for Educational Purposes" (EEP), emphasizing its role in school-based language learning as part of the overall curriculum Contrarily, Torr defines "English for Specific Purposes" (ESP) as the research and instruction aimed at preparing students or professionals for the language demands of specific disciplines, careers, or tasks. ESP presupposes a foundational understanding of general English, often associated with mature learners specializing in various fields. While ESP and EGP are conceptually distinct, there is significant overlap and interrelation between them. Widdowson highlights key differences: EGP focuses on education and faces challenges in predicting future student needs, while ESP centers on training for specific vocational contexts, facilitating the selection of relevant content. Rather than delving into theoretical debates, it's more fruitful to explore how general English (EGP) informs and intersects with ESP in practical classroom settings. This shift in perspective allows for a clearer understanding of their dynamic relationship in real-world contexts.

# Chapter One: A Comprehensive Overview Of English For Specific Purposes

Torr (1998) in differentiating between EGP and ESP states that:

> English for general purposes (EGP) is essentially the English language education in junior and senior high schools where needs can not readily be specified. Students are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse … University instruction that introduces students to common features of academic discourse in the sciences or humanities, frequently called English for Academic Purposes (EAP), is equally ESP.

> (Torr, 1998, p. 45).

General English, according to various authors, encompasses the standardized form of the English language used for general communication purposes across different contexts. It includes a set of grammatical rules, vocabulary, pronunciation norms, and communication strategies that enable effective interaction among speakers of English. For instance, Jeremy Harmer (2015) in "The Practice of English Language Teaching" emphasizes the importance of teaching general English for practical communication skills development. Similarly, Betty Schrampfer Azar (2017) in "Understanding and Using English Grammar" highlights the significance of understanding the structures and functions of general English for language learners. Furthermore, Michael Swan (2005) in "Practical English Usage" provides insights into common usage patterns and conventions in general English, aiding both learners and teachers in mastering the language. In essence, these authors collectively emphasize the

essential role of general English as the foundation for effective communication in English-speaking environments, offering guidance and resources for learners and educators alike.

**1.10. Definition Needs Identification and Analysis (NIA)**

"In all ESP teaching contexts, it is a must to begin by assessing the learners' needs and the demands they will face in their target setting" (Flook, 1993.21) as cited in Benyelles, 2009). Generally, the term "needs" refers to the disparities between the current state of a group or situation and a specific desired state. These disparities indicate the presence of issues that necessitate intervention and resolution. Needs assessment aims to identify such issues, analyze their nature and causes, and establish priorities for future actions. It entails a systematic approach to recognizing social problems, determining their scope, and accurately delineating the target population and their service needs (Rossi, P. H., Freeman, H. E., & Lipsey, Mark, W. L., 1998).

A Needs Identification and Analysis (NIA) addresses questions such as who, what, when, and where, but not how. It focuses on determining the target audience (who requires training), the tasks or content to be taught (what needs to be covered), and the context or training environment (where and when the training should take place) (Clark, 1998). Analyzing specific needs is the cornerstone of ESP course design, as emphasized by Hutchinson and Waters (1987), as it establishes the rationale and methods necessary to achieve effective communicative outcomes. Johns (1991) asserts that needs analysis is essential because it enables teachers to tailor EAP/ESP instruction to students' specific language requirements, thereby preparing them for success in their academic courses and future careers. According to Long (2005), the rationale for conducting needs analysis includes determining the material's relevance to learners' situations, justifying its accountability to all stakeholders involved, describing and explaining individual

differences in learners' needs and learning styles, and ultimately producing materials that meet learners' requirements as comprehensively as possible.

**1.11. Types of Needs**

ESP specialists, including Hutchinson & Waters (1987), Robinson (1980, 1991), and West (1993), unanimously agree that "needs" in the context of ESP refer to learners' requirements for effective communication in the target situation. Additionally, Benyelles (2001) emphasizes that an ESP course must take into account not only these communication requirements but also the varying levels of language proficiency among learners to tailor the learning conditions accordingly. In terms of Needs Identification and Analysis (NIA), there may be different taxonomies, but scholars in ESP literature primarily focus on two types: "Target Needs" and " Learning Needs.

**1.11.1. Target Needs**

Needs analysis is a multifaceted process that considers what Hutchinson and Waters (1987) term as "target needs," which refer to what learners must accomplish in the intended situation. Essentially, it involves identifying the linguistic elements necessary to fulfill specific communicative objectives. Robinson provides insights into various aspects of the target situation and learners' educational backgrounds, including "study or job requirements," "societal expectations," "acquisition of language," "desired outcomes from the course," and "areas of weakness in English proficiency" (Robinson, 1991).

Expanding on this, Hutchinson and Waters propose additional categories of target needs, which include "Necessities," "Lacks," and "Wants."

- **Necessities** refer to the essential academic or professional requirements needed for effective functioning in the target situation. In essence, these needs can be likened to objectives that learners must achieve (Robinson, 1991).

- **Lacks** represent areas where learners are deficient, indicating what they are unable to perform or understand in English. These gaps highlight the disparity between learners' current language proficiency or skills and what is required after completing language training.

- **Wants** denote the personal expectations and aspirations of learners towards learning English, reflecting what they hope to gain from the language course.

When designing syllabus content, ESP practitioners must consider learners' objectives, although these often differ from the deficiencies identified by the teacher or the requirements of the target situation. Recognizing this discrepancy, West (1993) introduced "constraints" as a fourth type of target needs, encompassing non-pedagogic limitations such as national policies and financial restrictions that impact course planning (Benyelles, 2001).

### 1.11.2. Learning Needs

Hutchinson and Waters emphasize that a thorough needs analysis in ESP reveals "What the learners need to learn." However, understanding "How will the learners learn" is equally crucial in determining the course content. Learning needs, as defined by Hutchinson and Waters (1987) and Robinson (1991), refer to what learners must do to acquire language proficiency. This involves considering factors such as learners' characteristics, cultural awareness, English proficiency level, available materials, and resources to provide tailored knowledge. Investigating learners' preferred learning styles and strategies, as suggested by Wright (1982, qtd in West, 1994), provides insight into their learning preferences.

The gathered data from this analysis offer insights into learners' attitudes and readiness to learn a foreign language in specific contexts, commonly used in language audits to

determine the role of the foreign language in various sectors. Accordingly, ESP researchers aim to:

- Identify the language skills necessary for specific jobs or studies.

- Assess the target population's proficiency level to gauge achievement.

- Determine the required time frame for language instruction.

Despite the diverse approaches recommended to identify students' needs, scholars such as West, Hutchinson and Waters, Robinson, and All wright generally agree on collecting similar types of information during the needs analysis stage. This includes:

a) **Information about the target situation**: ESP practitioners must consider the needs of the target situation by examining its characteristics, language requirements, and expected level of language proficiency.

b) **Insights into learners**: Researchers need to assess learners' language deficiencies, explore their preferences and attitudes towards language courses, and take into account their current language proficiency level.

c) **Details about the learning situation**: This encompasses valuable information about the learning environment, including the teaching context, available resources, materials, and the amount of time allocated for instruction.

### 1.2.3. The LMD System and ESP in Algeria:

In response to globalization, Algeria has adopted the LMD system, widely used in developed countries, to modernize its educational framework. This system consists of three main stages: the License, earned after three years of study, the Master's degree obtained after two years, and the Doctorate achieved after three years of research and thesis defense .Initially implemented in a few universities in 2004, the LMD system has gradually

expanded to encompass all universities in Algeria. Its adoption aims to enhance students' language proficiency across various contexts and better prepare them for future careers. Significant changes have occurred in English language education in Algerian universities, including shifts in teaching approaches, content, methodologies, materials, and socio-cultural context. While the success of the LMD system in Algeria is still evolving, ESP has gained prominence within this new framework, addressing various specific contextual uses of English.

The integration of the LMD system into Algerian universities reflects a broader initiative to enhance students' language proficiency across various contexts, including English for Specific Purposes (ESP). The adoption of the LMD system has prompted significant changes in English language education within Algerian universities, impacting teaching approaches, content, methodologies, materials, and socio-cultural contexts. Within this educational landscape, ESP has gained prominence as an essential component of language instruction tailored to meet the diverse needs of students pursuing academic, professional, or vocational paths. ESP programs within the LMD framework are designed to equip learners with language skills relevant to their chosen fields, such as academic disciplines, healthcare, engineering, business, tourism, and more.

ESP courses offered within the LMD system aim to address the specific language requirements of various academic disciplines and professional domains. For example, English for Medical Purposes (EMP) focuses on teaching language skills specific to healthcare professions, while English for Engineering Purposes (EEP) provides language instruction tailored to engineering students and professionals. The implementation of ESP within the LMD system underscores the importance of aligning language instruction with the practical needs and contexts of learners. By integrating ESP into the broader educational framework provided by the LMD system, Algerian universities aim to better

prepare students for academic success, professional advancement, and effective communication in their respective fields.

## 1.12. Conclusion

The preceding chapter delved into foundational theoretical principles concerning the definition, categorization, and adaptation of ESP to suit distinct purposes, particularly within academic contexts, considering the needs of students. In contrast, the upcoming chapter will focus on the practical aspects of the research, exploring the methodology and tools employed to gather data and conduct the current study.

# CHAPTER TWO
# Research Methodology and
# Data Collection

## 2.1. Introduction

In the previous chapter, we delved into the theoretical background of our research topic, which focuses on investigating the effectiveness of English for specific purposes within the economics department of Belhadj  Bouchaib University in Ain temouchent. This chapter is dedicated to outlining the methodology employed in our research. Firstly, it provides an overview of the primary aims and objectives of our study. Additionally, it discusses the research design and presents the methods used for data collection. The chapter also highlights the research setting and describes the selected sample population for our study. Furthermore, this section provides a detailed description of the research instruments, specifically the questionnaire used to gather the necessary data. Moreover, it includes a clear explanation of the interview sample.

## 2.2. Motivation of Research

ESP became a must in every University courses, of all fields and domains, teaching English for specific purposes put a feet to all academic educations for all the achievement and all the positive outcomes, it become a really interesting topic to be discussed. some motives encourage as to study on this topic.

Firstly, our primary objective was to gain a deeper understanding of ESP (English for Specific Purposes) courses due to their innovative teaching approach. Secondly, we aimed to assess the extent to which ESP courses can enhance university or academic studies and determine their effectiveness. Additionally, we were interested in contributing to the academic field's comprehension of language acquisition and pedagogy by evaluating the impact of ESP programs or interventions on language proficiency, communication effectiveness, and professional outcomes. Our aim was to provide valuable insights for program evaluation and improvement while promoting the development of ESP pedagogy

by highlighting effective teaching methods, materials, and approaches that cater to the unique needs of learners in specialized fields.

Ultimately, our research sought to contribute to the existing knowledge in applied linguistics by offering detailed insights into the interplay between language, profession, and pedagogy. This would enrich our understanding of how language is utilized in specialized contexts.

### 2.3. Research Limitations

Any research in whatever field of interest will inevitably come across some limitations and setbacks that would interrupt their work and affect their progress and interest research study. During out research journey, we have encountered several interruptions that have significantly impacted the progress of our work. One of the major hurdles we faced was related to issues with the research sample. Despite extensive efforts to recruit suitable participants for the present study, we encountered difficulties in finding individuals who met the specific criteria outlined in the research design. This challenge forced us to reevaluate my sampling strategy and invest additional time and resources in identifying alternative sources for participant recruitment. In addition, the lack of available information on certain aspects of our research topic posed significant challenges. Despite exhaustive literature reviews and extensive searches, we encountered gaps in existing knowledge that hindered the progress of the study. This forced us to explore alternative avenues for information gathering, including seeking guidance from colleagues and consulting experts in the field to address these knowledge gaps effectively. Moreover, interruptions during the data collection phase further compounded the challenges we faced. Logistical issues, difficulties in accessing participants, and unexpected disruptions during interviews and surveys disrupted the smooth flow of data collection, requiring me to

implement contingency plans and adapt the data collection methods to ensure the reliability and validity of the collected data.

## 2.4. Research Methodology

According to Jason and Glenwick (2016), research is the primary tool utilized across various scientific domains to push the boundaries of knowledge; it is the scientific study and a systematic organized inquiry in order to inquire knowledge, find answers, distinguish relationship between variables and hypotheses in a well-designed and organized manner. Also, research is a process of collecting, analyzing and interpreting data in order to understand phenomena. To design a research, there are plans, guidelines and procedures to stick with, to go from broad assumptions to detailed methods of data collection and analysis. However, before conducting any research, one has to sketch a work plan and follow an appropriate research methodology in order to be equipped with the most effective and necessary tools and methods for the pathway. A very significant decision in research design process is the choice to be mode regarding research approach since it determines how relevant information for a study will be obtained, Therefore, a well scheduled research design and methodology illuminate the process of conducting a research and make it easier for researchers to accurately plan their steps from choosing the area of study to ultimately drawing inferences   based on the data collection results.

While some scholars may use the terms "research design" and "research methodology" interchangeably, Marczyk , and Festinger (2005) argue that methodology encompasses the entire research process, including planning, conducting the study, drawing conclusions, and disseminating findings. In contrast, research design refers to the various methods used to answer research questions. Kothari (2004) defines research design as a blueprint for data collection, measurement, and analysis, outlining the researcher's actions from hypothesis formulation to data analysis. Essentially, researchers begin by

designing a plan to guide them through hypothesis formulation, sample size determination, and data analysis. Research methodology, on the other hand, involves a set of planned procedures and activities, from selecting a research method and instruments to drawing conclusions, ensuring systematic conduct of the investigation.

When faced with a research problem, researchers must select the most appropriate research method for their study. Typically, research methods fall into two categories: quantitative and qualitative. However, Fetters and Freshwater (2015) highlight the synergistic benefits of combining quantitative and qualitative methods, stating that the combination offers more advantages than using either method alone. This integration, known as methodological triangulation or mixed methods research, capitalizes on the strengths of both approaches, ultimately producing more comprehensive and insightful results.

### 2.5. Data Collection

Data collection encompasses the process of gathering, measuring, and analyzing accurate insights using standardized, validated techniques for research purposes. This fundamental component of research is integral across various fields, spanning physical sciences, social sciences, arts, business, and beyond, although specific strategies may vary by discipline. It holds significant importance in any research study, as the methodology and analytical approach employed by the researcher determine how collected information is utilized and what insights can be derived.

In qualitative research methods, typically characterized by smaller sample sizes, respondents are selected deliberately to address specific research questions. This methodology often involves techniques such as observation, individual interviews, and focus groups. According to Bryman and Bell (2007), qualitative research serves as a

research strategy that elucidates the relationship between theory and empirical investigation, often emphasizing the process of theory generation.

The key aspect of conducting research, aside from formulating clear research questions and hypotheses, is to ensure an ample amount of data for interpretation and analysis. Data collection is essential in all types of research to gather valid, accurate, and reliable evidence, with methodologies varying based on research methods and data types. Data can be primary (first-hand) or secondary (previously collected), each serving different purposes. To obtain relevant and reliable data, researchers often adopt a mixed methods approach, combining quantitative and qualitative techniques such as questionnaires and structured interviews.

### 2.6. Mixed Methods Research

In the mid-1980s, a research approach called "Methodological Triangulation" or "Mixed Methods Research" emerged, acting as reconciliation between the qualitative and quantitative research paradigms, as described by Terrell (2012). This approach combines both quantitative and qualitative methods to enhance the validity and reliability of evidence collection. According to Creswell and Creswell (2018), mixed methods research involves collecting, integrating, and using both quantitative and qualitative data, often employing distinct designs informed by philosophical assumptions and theoretical frameworks. By integrating these two forms of data, researchers gain deeper insights beyond what either method could provide alone, as further explained by Jason and Glenwick. By minimizing weaknesses and maximizing strengths of each approach, mixed methods research offers comprehensive insights into phenomena, surpassing what can be achieved with a single method.

# CHAPTER TWO:          Research Methodology and Data Collection

The adoption of mixed methods research allows researchers to gain a more comprehensive understanding of phenomena compared to relying on a single method. This approach is crucial for strengthening research endeavors, resulting in richer and more robust investigations that enhance reliability and validity. Additionally, the abundance of data obtained through mixed methods research facilitates more accurate and rigorous results and interpretations, thereby ensuring the effectiveness and credibility of the research.

## 2.7. Quantitative Research

Leedy and Ormod (2001) and William (2011) characterize research methodology as the comprehensive process researchers undertake when embarking on a study. Quantitative research methodology specifically focuses on quantifying and analyzing variables to derive results, employing statistical techniques to address questions of where, when, and how. Alistair and Gunderson (2002) further elaborate on this, defining quantitative research as the exploration of issues or phenomena through the collection and analysis of numerical data using mathematical methods, particularly statistics. Consequently, regardless of whether the research is qualitative or quantitative, the initial endeavor involves elucidating a given phenomenon.

Denzin and Lincoln (2005) argue that qualitative research is the approach that involves the realistic or naturalistic and interpretive application:

> Qualitative research is a situated activity that locates the observer in the World. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and

memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (p.3)

Quantitative research in education involves defining the research topic, formulating specific, focused inquiries, gathering quantifiable data from a large number of participants, analyzing these data using statistical methods, and conducting the inquiry impartially and objectively. The primary objective of quantitative research design is to manage the relationship between an independent variable and a dependent variable or outcome within a population. This research style can be either descriptive or experimental. Descriptive analysis establishes relationships between variables, while experiments establish causality. Descriptive analysis typically requires hundreds or even thousands of subjects for accurate evaluation, while experiments may require fewer subjects, particularly in crossover designs. Quantitative studies predominantly utilize post-positivist arguments to assess knowledge, employ cause-and-effect reasoning, reduce phenomena to individual variables, and test theories and hypotheses. Techniques such as experiments, surveys, and predetermined data collection methods that yield statistical data are commonly employed in this research design (Bryman, 2004).

## 2.8. Qualitative Research

In contrast to quantitative research, qualitative research prioritizes the quality of data over quantity. According to Hammersley (2013), qualitative research involves gathering less structured data, focusing on subjectivity in the research process, and examining a small number of naturally occurring cases in depth through verbal rather than

statistical analysis. This approach is seen as socially connected because it aims to collect information in real-life settings, unlike quantitative research, which often relies on experiments in artificial environments such as laboratories. However, qualitative research is susceptible to subjectivity, potentially undermining its reliability. Kothari (2004) emphasizes the fundamental role of quantitative research, particularly in behavioral sciences, where it aims to uncover the underlying motives of human behavior and analyze factors influencing preferences and actions. In contrast, qualitative research is primarily used in behavioral sciences to explore and understand social phenomena, shedding light on human experiences, behaviors, opinions, and attitudes.

Qualitative research employs inductive reasoning and is observational and experimental in nature. Researchers actively engage as self-reflective participants, shaping data collection through study design, questioning, and interaction with participants. They seek to develop an understanding of the phenomenon under study by listening to participants' perspectives and drawing inferences based on personal experiences. Therefore, qualitative research involves collecting descriptive, non-numerical data using methods such as case studies, in-depth interviews, focus groups, open-ended questionnaires, participant observations, and document analysis.

## 2.9. Research Settings

To effectively outline the case study conducted in the current research, it is essential to offer a succinct and comprehensive summary of the research setting and the target population. Therefore, the research study was conducted to the students of Economics, Management Sciences and Administrative Sciences department at Belhadj bouchaib university on 2023/2024 who were studying ESP courses during their academic career for both license and master classes. The target population was selected in order to achieve

several objectives; one of them was to test the students process of studying ESP during the time path of the five years, also based on analyzing and questioning, we aimed to examine the effectiveness of the ESP courses to see how far it added a plus in their learning specialization in relation with the context and the situation they are in. Moreover we focused on the learner perspective to obtain the learning needs, threw their answers relying on the multiple choices and on the open ended questions .the opinions of the learners may not be the same and this is what the strategy was about to analyze if there is a certain development threw the language use , or choices selection .

### 2.9.1 Participants

The target population for this study was Students of Economy department at Belhadj Bouchaib university who have taken ESP courses. The participants aged between18 to 25 were asked to respond to a questionnaire consisting of 15 questions about their opinion on ESP courses.

**Table2.1.The Students' Participants**

| Age | Male | Female | Total |
|---|---|---|---|
| 19-25 years old | 25 | 27 | 52 |

### 2.9.2. Teachers Population

Via the second research instrument, five teachers were selected to be approached and interviewed. The teachers were targeted to answer ten questions in an online platform in order to make them feel more comfortable while addressing the questions. We wanted to give them time to answer precisely and concisely. In fact, for several purposes we were interested at having both experienced and non-experienced teachers "new and ancient ".

## 2.10. Research Instruments

Research instruments are the tools employed by researchers to gather data during their investigation. According to Birmingham and Wilkinson (2003), research instruments are simply devices that enable researchers to collect information relevant to their research project, and there are numerous options available. The authors also emphasize that no single research instrument is inherently better than others, as each instrument has its own advantages and limitations. Consequently, all these instruments are equally significant because they are employed to obtain relevant information and address research problems. Examples of research instruments include questionnaires, observations, interviews, and various others

In the current research study, two distinct research instruments are employed to gather the most suitable and pertinent information aligning with the primary objectives of the work. Specifically, the questionnaire and the structured interview are utilized. The questionnaire is designed to yield both quantitative and qualitative data by incorporating a combination of open-ended and close-ended questions. On the other hand, the structured interview is focused on gathering non-numerical data exclusively. Both research instruments play a crucial role in facilitating comprehensive and accurate data collection and further contribute to the interpretation and analysis of the study's final findings.

### 2.10.1. Questionnaire as a First Research Instrument

The questionnaire stands out as the primary method of data collection, particularly in the social sciences, owing to its affordability and user-friendly nature. According to Brown (2001), questionnaires are written instruments presenting respondents with a series of questions or statements, eliciting written or selected responses. This method serves as a written alternative to interviews, allowing for rapid, cost-effective data collection from a

sizable number of participants while ensuring maximum confidentiality and respondent anonymity.

The questionnaire can be implemented through two means: distribution by the researcher in person or online via smartphones or computers. Nunan (1992) defines the questionnaire as a written data collection instrument comprising open and/or closed questions, as well as other probes for subjects' responses. It can feature solely closed-ended questions (e.g., multiple choice, yes/no), open-ended questions (permitting free expression of opinions), or a combination of both.

In this research study, a questionnaire was distributed to third-year students majoring in economics at Belhadj Bouchaib University in the Department of Economics. The questionnaire was shared randomly with both male and female participants through various social media platforms such as Facebook groups and Google. It took more than two weeks to collect the responses. The sample consisted of 52 participants, with 27 females and 25 males. The questionnaire was written in clear, simple, and easy-to-understand English. It started with a brief introduction to explain the purpose of the study. It comprised fifteen questions related to the research topic, specifically focusing on investigating the effectiveness of an English for Specific Purposes (ESP) course from the perspectives of the learners and teachers' strategies. The questionnaire included different types of questions designed for specific purposes, including Yes/No questions where participants had to choose between 'yes' or 'no,' multiple-choice questions (MCQs) where participants could select one or more answers from a list of choices, open-ended questions that allowed participants to express their viewpoints, and closed-ended questions with response choices ranging from 'agree,' 'strongly agree,' 'neutral,' 'disagree,' to 'strongly disagree.' The questionnaire was designed with the aim of addressing the main research problem and examining the hypotheses.

## 2.10.2 Questionnaire Layout

According to Gilbert's (2001) perspective, utilizing questionnaires facilitates the efficient and cost-effective collection of a substantial volume of data. Questionnaire, particularly when distributed via mail, enables researchers to reach their target audience and allows respondents to select suitable answers at their convenience. Gilbert (2001) elaborates on the functionality of questionnaires, highlighting their effectiveness in disseminating sets of inquiries to participants through email or social media platforms. This approach not only minimizes geographical barriers but also optimizes time usage, ultimately reducing costs and resource expenditure.

The questionnaire encompasses three distinct types, each offering unique advantages for research purposes. Firstly, open-ended questionnaires afford respondents the freedom to express themselves without constraint, thereby enabling a wide array of response

Conversely, closed-ended questionnaires restrict responses to predetermined options, organizing data into nominal categories such as dichotomous choices (e.g., 'yes' or 'no'). This method is often lauded for its simplicity and efficiency. Lastly, multiple branching questionnaires provide a range of response options, allowing for the collection of ordinal data that can be ranked. This typically involves employing continuous rating scales to gauge the intensity of attitudes or emotions, exemplified by response options like 'strongly agree,' 'agree,' 'neutral,' 'disagree,' 'strongly disagree,' or 'unable to answer.'

## 2.10.3. Interview as a Second Research Instrument

The interview serves as another indispensable tool for data collection, as noted by Birmingham and Wilkinson (2003), who emphasize its resource-intensive nature, requiring researchers to engage with respondents on an individual basis. Unlike questionnaires,

interviews are primarily utilized to gather qualitative data, enabling the examination and understanding of changes in human behavior through one-on-one interactions, typically conducted face-to-face. However, when face-to-face interviews are not feasible, verbal interactions can be facilitated through phone calls or modern video-chatting platforms like Zoom or Microsoft Teams.

Moreover, interviews come in three distinct types: structured, unstructured, and semi-structured. Structured interviews closely resemble questionnaires, featuring predefined questions asked to all interviewees in a formal and objective manner. Unstructured interviews offer flexibility, allowing interviewers to be spontaneous and creative, with questions varying between interviewees and not prepared in advance. Semi-structured interviews strike a balance between the two, incorporating both prepared questions and unplanned inquiries throughout the interaction.

In this academic research project, the interview serves as the secondary method for collecting data on the study subject, following a meticulously designed set of questions. It is structured, consisting of a predetermined series of key questions that remain consistent across all interviewees. Specifically, the interviews are conducted solely with teachers of English for Specific Purposes (ESP) within the Department of Economics.

Any teacher instructing other specialties was directed to focus solely on learners within the selected department. This deliberate selection ensures a focused analysis within a specific category. the teachers were asked to answer a set of questions considered as an open-ended questions and close ended questions. The information from the teachers was obtained through conducting interviews.

The interviewees were specifically chosen from a group of seven English for Specific Purposes (ESP) teachers at Belhadj Bouchaib University. The purpose of these interviews was to investigate the strategies employed by these teachers in meeting the needs of their students. The questionnaire used in the interview was written in English, as it was targeted towards ESP teachers. It begins with a brief introduction on the topic and consists of ten questions, including a mix of open-ended and closed-ended questions.

## 2.11. Conclusion

The second chapter endeavors to furnish a comprehensive account of the research methodology, offering insights into its implementation process. It elucidates the methodological approach employed in the study, the selected sample population, and the tools utilized for collecting quantitative and qualitative data, specifically the questionnaire and structured interviews. Additionally, it delves into the rationale behind conducting this research and outlines its objectives and limitations. Subsequently, the ensuing chapter will extensively      examine      and      analyze      the      primary      findings.

# Chapter Three
# Data Analysis and Interpretation

### 3.1 Introduction

The primary focus of this chapter is to thoroughly examine, discuss, and analyze the data gathered during the fieldwork, relying heavily on two key research tools: the questionnaire and the structured interview. Additionally, it aims to evaluate the effectiveness of an ESP course within the Economics Department at the University of Balhadj Bouchaib. Through this evaluation, the chapter seeks to offer reasoned and satisfactory resolutions to the research questions initially outlined in this study. This will be achieved by rigorously testing and, ultimately, either validating or refuting the hypotheses put forward.

### 3.2. Data Analysis and Interpretation

This research examines and interprets the data obtained through both a questionnaire and interviews. The questionnaire included a combination of open-ended and closed-ended questions, which were distributed to 52 students. The responses, including those from multiple-choice questions, were analyzed to derive the main findings. Additionally, structured interviews were conducted with teachers as part of the data collection process.

### 3.2.1. The Analysis of Students' Questionnaire

This research instrument encompasses a total of fifteen questions, Fifty-two (52) students, comprising twenty seven (27) females and twenty five (25) males, with ages ranging from nineteen to twenty five , participated in the questionnaire. All located within a single section, strategically designed to address a specific and focused area of interest. Here are the summarized findings based on the data collected in part two:

**Question 01:** What is your gender?

**Table 3.1. The gender of students**

|  | Male | Female |
|---|---|---|
| N° | 25 | 27 |
| % | 48.1% | 51.9% |

1_What is your gender?
52 réponses



- Male
- Female

51,9%

48,1%
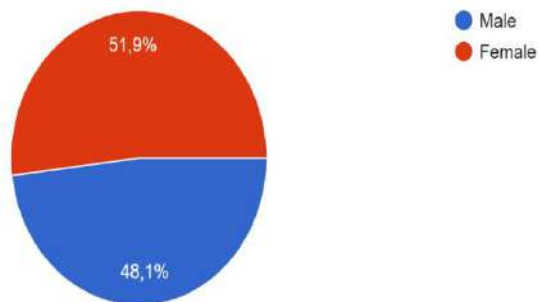
**Figure 3.1. Students' gender**

In the course of this research, participants were requested to indicate their gender identity. The findings revealed that a greater proportion of individuals identifying as female, constituting 51.9% of the sample, completed the questionnaire in comparison to those identifying as male, who comprised 48.1% of the respondents.

**Question 02:** English is important for your academic studies?

**Table 3.2. Importance of English**

|  | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| N° | 16 | 31 | 4 | 0 | 1 |
| % | 30.8% | 59.6% | 7.7% | 0 | 1.9% |

2_English is important for your academic studies

52 réponses
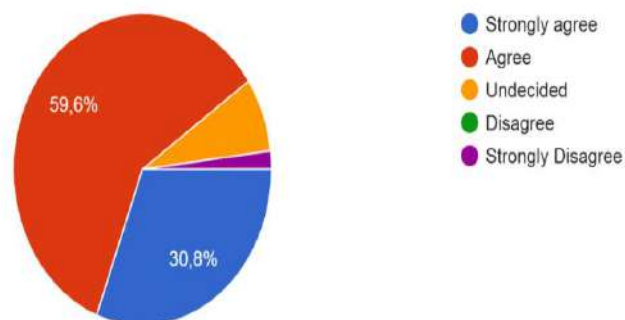


**Figure 3.2. The Importance of English for students for their academic studies**

The provided pie chart illustrates the perspectives of students regarding the importance of the English language in relation to their academic pursuits. Essentially, the chart delves into their individual viewpoints on the subject matter under investigation. According to Figure 3.2, a significant majority of students, comprising 59.6% of the total respondents, expressed agreement with the notion that English holds importance for their academic studies. Furthermore, a notable portion, accounting for 30.8% of students, shared

a similar perspective, albeit with a stronger view point. Conversely, a small fraction, consisting of four students, remained undecided, constituting a mere 7.7% of the total. Interestingly, only one participant held a dissenting opinion, representing a negligible percentage within the dataset.

**Question 03:** To what extent are you motivated to learn the English language?

**Table 3.3. Exploring the degree of motivation for learning English**

|  | Extremely motivated | Very motivated | Somewhat motivated | Not motivated | Not at all motivated |
|---|---|---|---|---|---|
| **N°** | 15 | 28 | 9 | 0 | 0 |
| **%** | 28.8% | 53.8% | 17.3% | 0 | 0 |

3_To what extent are you motivated to learn the English language?
52 réponses
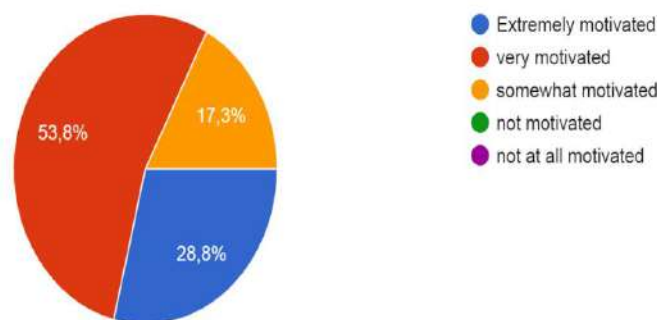


**Figure 3.3. The degree of motivation**

The pie chart assesses students' motivation levels in learning English. It reveals that a significant portion, 53.8%, expresses strong motivation, reflecting their enthusiasm for mastering the language. Additionally, 28.8% of respondents indicate extreme motivation,

demonstrating a high level of commitment. Conversely, only 10% report moderate motivation, suggesting a lesser degree of interest. Notably, none of the respondents claim to lack motivation. These findings collectively indicate a universal motivation among the surveyed students to learn English.

**Question 04:** Do you consider your level of English to be?

**Table 3.4.Self-Evaluation of English proficiency**

|  | Good | Average | Low | Not answered |
|---|---|---|---|---|
| **%** | 47% | 41.2 | 11.8% | |
| **N°** | 24 | 21 | 6 | 1 |

4_ Do you consider your level of English to be?
51 réponses
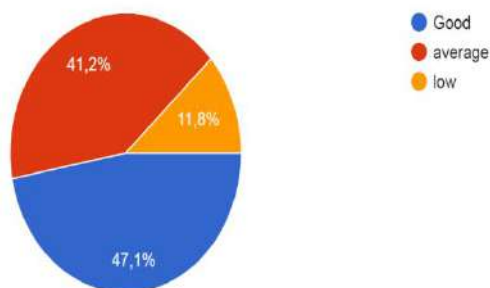


**Figure 3.4. The students' level in English**

This inquiry aimed to gauge the proficiency levels of students in English. The findings indicate that 47.1% of students possess a commendable level of English proficiency. Additionally, a nearly equivalent percentage, 41.2%, claim to have an average proficiency level. Conversely, a minority of students, totaling only six, admitted having a low proficiency level. These results provide insight into the distribution of English

proficiency levels among the student population, highlighting the varying degrees of competency.

*Question05:* **If your level is low do you think it is due to**
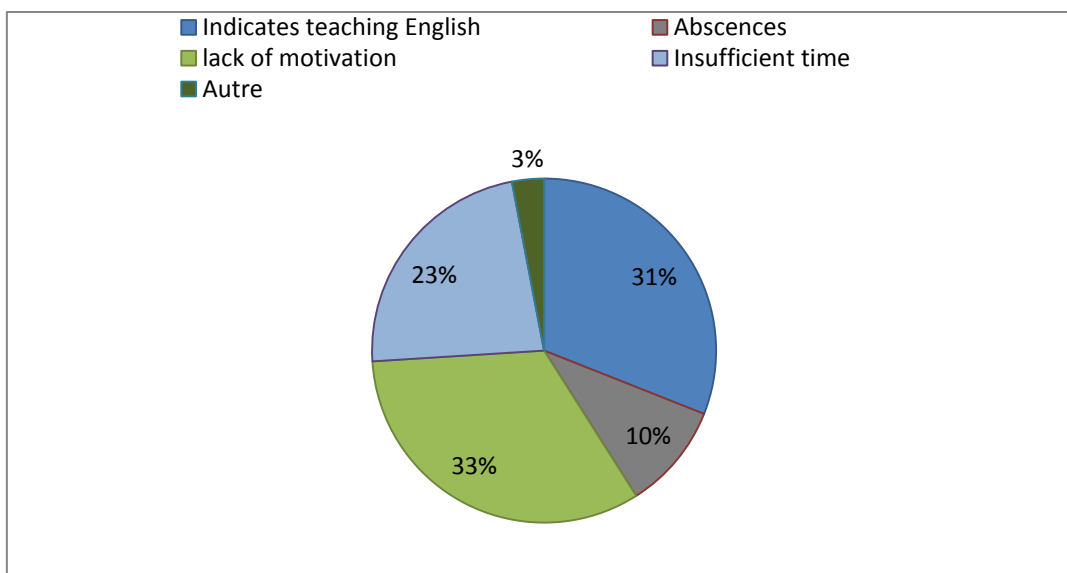


**Figure 3.5. The causes of low level**

In the fifth question, students were asked to specify why they believed their English proficiency level was low. The responses were given in multiple choice format. According to the pie chart provided, 33% of students attributed their low English proficiency to a lack of motivation. Additionally, 31% stated that the teaching of English was insufficient. Conversely, 23% of respondents believed their limited English proficiency stemmed from not enough time allocated in the curriculum. A small percentage, 10%, attributed their low proficiency to absences during official syllabus sessions.

**Question 06:** How interested are you in your English course at University?

**Table 3.5. level of interest in university English course**

|  | Extremely interested | Very interested | Moderately interested | Slightly interested | Not interested at all |
|---|---|---|---|---|---|
| N° | 13 | 18 | 12 | 5 | 4 |
| % | 25% | 34,6 | 23.1% | 9.6% | 7.7% |

6_ How interested are you in your English course at University?
52 réponses
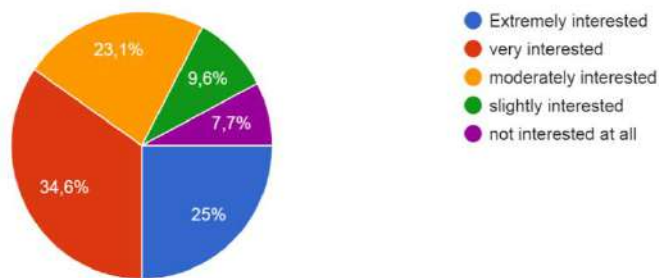


**Figure 3.6. The students' level of interest in English course**

The following question pertains to students' level of interest in the English course. The largest portion, 34.6%, indicated being "very interested," while 25% stated they were "extremely interested." Additionally, 23.1% expressed a moderate level of interest. Conversely, a small group of five students, comprising 9.6%, showed slight interest. Moreover, 7.7% admitted to not being interested in the course.

**Question 07:** **What is the most frequent activity you have in your English course?**

(you can pick more than one)
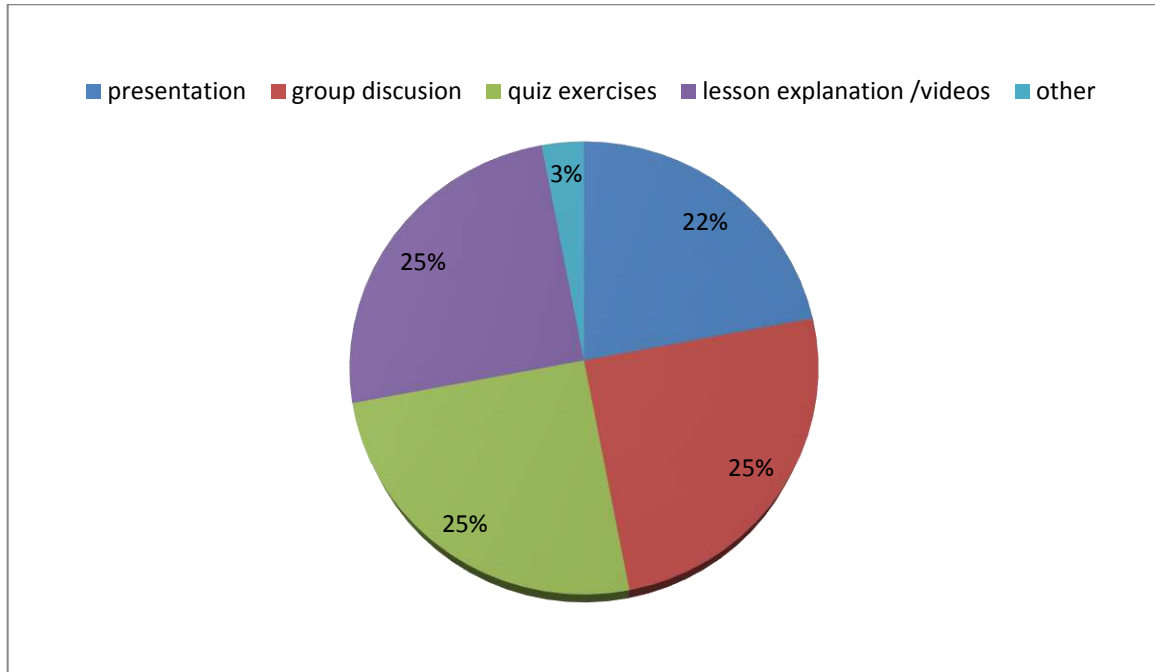


**Figure 3.7. The most frequent activity in English course**

Figure 3.7. shows an obvious similarity on the three  choices of "group discussion " "quiz exercise tasks" and "lesson explanation/learning videos "and since it was a multiple-choice question almost the majority of the students 25% selected the three options simultaneously which to be noticed as a really interesting point to be observed . On the other hand, 22% students prefer presentation as a frequent activity to be used on the English course . only 3% informants did not choose to mention the provided answers .

**Question 08 :** What are your present Academy English language needs?
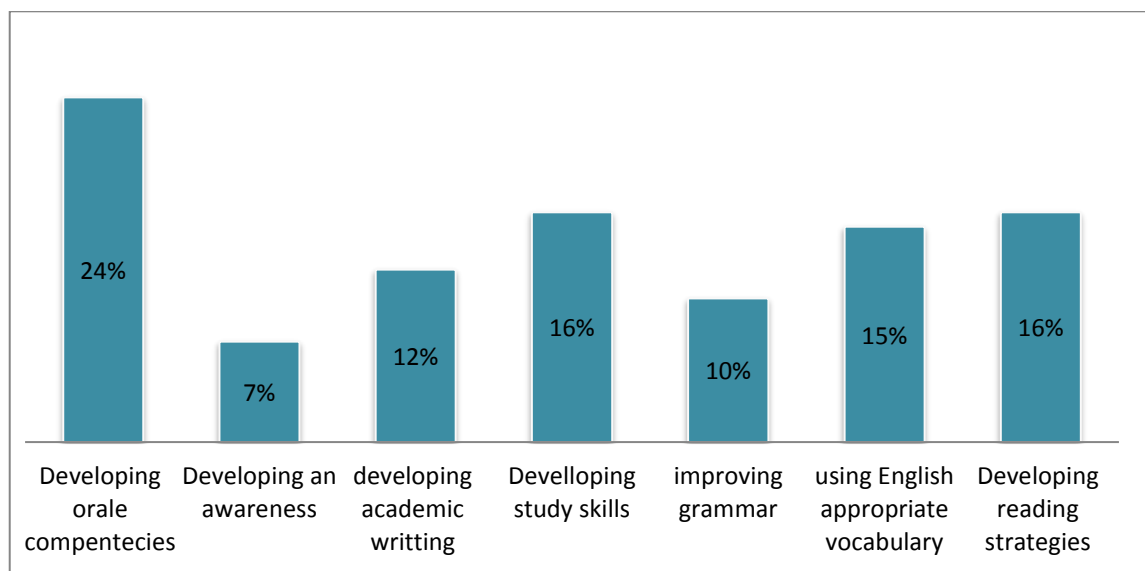


**Figure 3.8. The students' academy English needs**

This figure reveals that approximately quarter of the students, accounting for 24%, expressed a desire to enhance their oral skills, indicating a clear majority. Furthermore, both "developing reading strategies" and "developing study skills" were selected by 16% of the students. Similarly, 15% of respondents felt they needed to improve their English vocabulary usage. However, a subset of fourteen students, representing 12%, highlighted the necessity to enhance their academic writing, additionnnaly10% claimed their need of improving grammar. Lastly, a minority, comprising 7%, indicated a need for increased awareness of general aspects.

**Question 09:** What are the most focused language skills that are taught in your English course?

**Table 3.6 The students' focused language skills**

|       | Listening | Reading | Writing | Speaking | Not answered |
|-------|-----------|---------|---------|----------|--------------|
| N°    | 14        | 14      | 5       | 18       | 1            |
| %     | 27.5%     | 27.5%   | 9.8%    | 35.3%    |              |

9_ What are the most focused language skills that are taught in your English course?
51 réponses
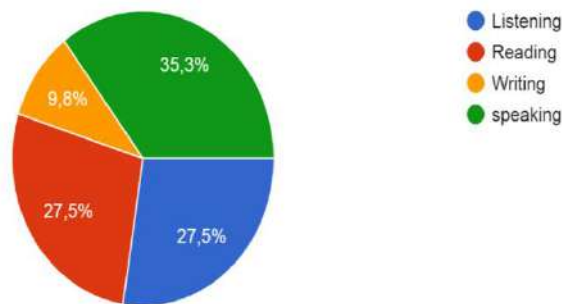


**Figure 3.9. The students' focused language skills**

In this particular inquiry, students were asked to mention the skills they master throughout their English course. According to the provided data, a predominant portion, comprising 35.3%, underscored proficiency in the domain of speaking as their primary focal point within language acquisition. Meanwhile, 27.5% of respondents allocated their attention across both listening and reading competencies, a really remarkable point to be discussed. Conversely, a mere fraction, represented by five individuals, opted for the cultivation of writing skills, accounting for a modest 9.8% of the total responses.

**Question 10:** Is the time allocated to the English course at University:

**Table 3.7. Allocation of time at university English course**

|  | Enough to improve your level | Not enough to improve your level | Not answered |
|---|---|---|---|
| **%** | 42.6% | 57.4% | |
| **N°** | 20 | 27 | 5 |

10_ Is the time allocated to the English course at University?
47 réponses



Enough to improve your level
Not enough to improve your level
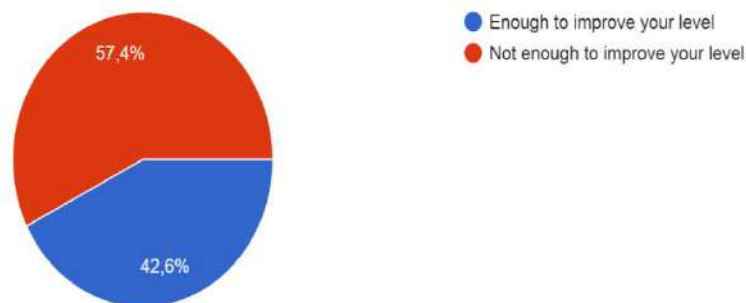
**Figure 3.10. English course duration**

The pie chart depicted in Figure 3.10 illustrates the responses obtained from informants regarding the adequacy of time allocation in accordance with the syllabus provided in the English course. A majority of the sample, constituting 57.4%, expressed dissatisfaction, stating that the allocated time is insufficient to enhance their proficiency level. In contrast, a group of 20 students, representing 42.6% of the sample, affirmed that the time allocated is indeed sufficient for their needs.

**Question 11:** What difficulties / main obstacles do you face in your English course if any?
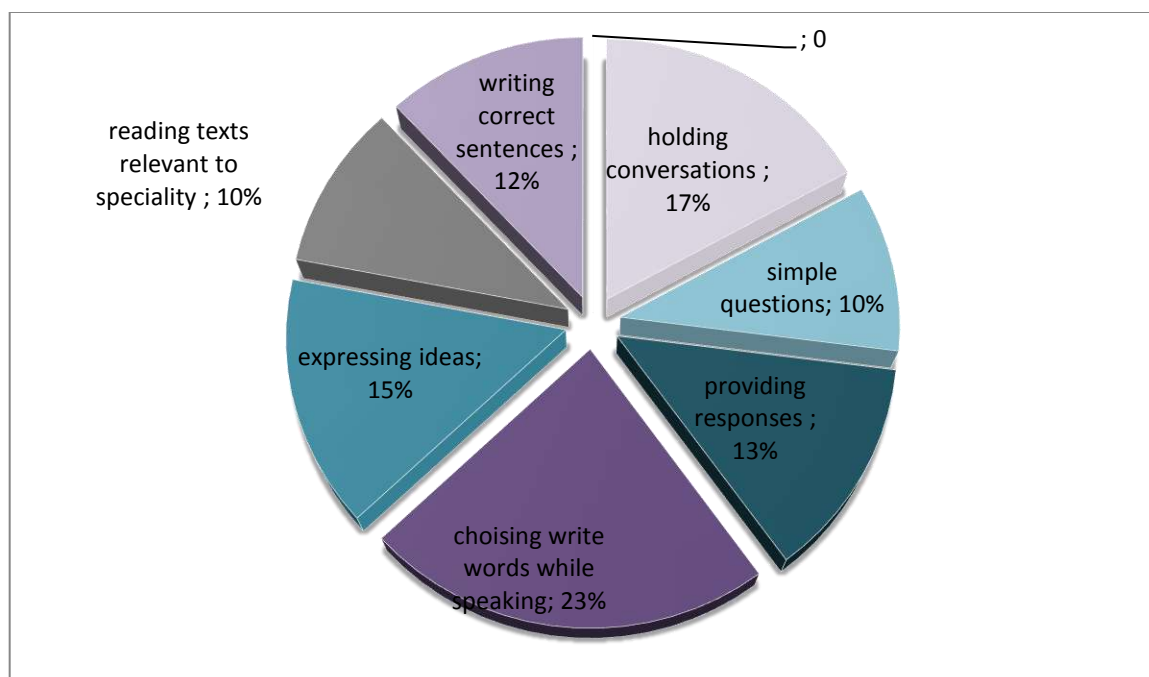


**Figure 3.11. Students' difficulties in English course**

The findings from this inquiry reveal various challenges encountered by the participants throughout their course. A total of eighteen respondents, constituting 23% of the sample, identified selecting the appropriate words while speaking as their primary obstacle. Conversely, thirteen participants, representing 17%, indicated their difficulty in sustaining conversations in English. Additionally, twenty students, accounting for 15%, expressed struggles in articulating their ideas and thoughts, while another portion, amounting to 13%, faced challenges in responding to basic questions. Similarly, a close proportion of 12% of students reported difficulties in crafting coherent and meaningful sentences in writing, while 10% acknowledged weaknesses in comprehending texts relevant to their field of study. Furthermore, seven students, comprising 10% of the sample, encountered difficulties in formulating simple questions.

**Question 12:** What level of English proficiency do you think you have?

**Table 3.8. Assessing students' English proficiency**

|  | Beginner | Intermediate | Advanced |
|---|---|---|---|
| **N°** | 15 | 26 | 11 |
| **%** | 28.8% | 50% | 21.2% |



12_ What level of English proficiency do you think you have?
52 réponses

- Beginner
- Intermediate
- advanced

21,2%
50%
28,8%
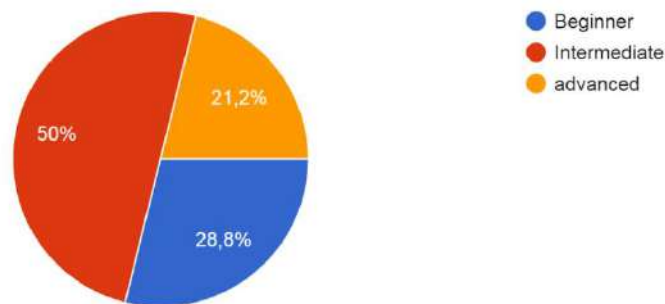
**Figure 3.12.The students' English proficiency**

In figure 3.12, it is evident that 50% of respondents perceive their English proficiency to be at an intermediate level, representing half of the sample. Conversely, 28% identify themselves as beginners, while 21.2% assert that they have an advanced level of proficiency in English.

**Question 13:** Do you think that what you have studied in English module will let you communicate and search in your field of specialty using English?

**Table 3.9. The role of ESP in economic studies**

|    | Definitely | Probably | Probably not | Definitely not |
|----|-----------|----------|--------------|----------------|
| **N°** | 10 | 32 | 7 | 3 |
| **%** | 19.2% | 61.5% | 13.5% | 5.8% |

13_ Do you think that what you have studied in english module will let you communicate and search in your field of specialty using English?

52 réponses
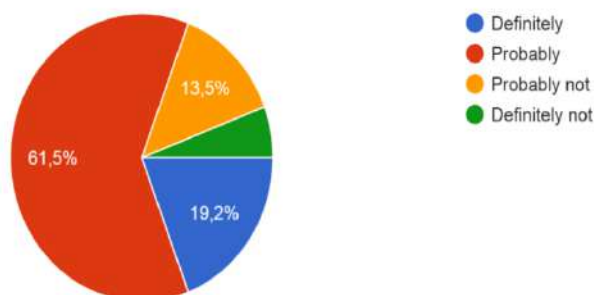


**Figure 3.13. The purpose of ESP according to economy studies**

This question addresses a crucial aspect in our research focus. Over 61.5% of the participants express uncertainty about whether their English coursework related to their field will adequately equip them to communicate and use the language effectively. Conversely, 19.2% definitively believe that it will be beneficial. In contrast, seven students express doubt regarding its usefulness in their academic pursuits. Moreover, three respondents, comprising 5.8% of the sample, affirm their disregard for the idea altogether.

**Question 14:** What is your main objective behind learning \ studying English?

**Table 3.10. The purpose of learning English**

|  | To improve my general language skills | To increase my job opportunities | To better study my speciality | To intract with others |
|---|---|---|---|---|
| **N°** | 19 | 18 | 9 | 6 |
| **%** | 36.5% | 34.6% | 17.3% | 11.5% |

14_ What is your main objective behind learning \ studying English?:
52 réponses



- To improve my general language skills
- To increase my job opportunities
- To better study my specialty
- To interact with others
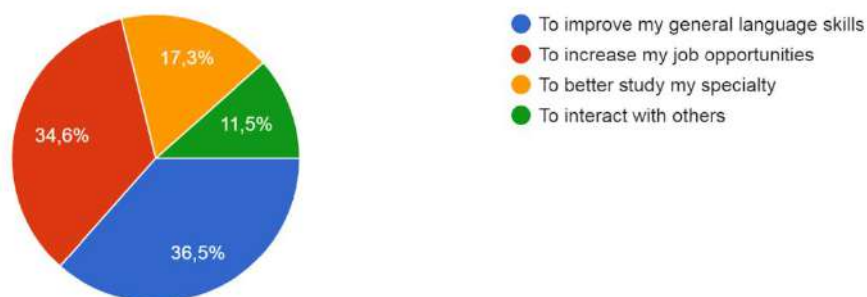
**Figure 3.14. Students' objectives in English learning**

Figure 3.14 outlines the objectives motivating students to pursue English for specific purposes. The largest group, consisting of nineteen respondents, representing 36.5% of the total, expressed their aim to enhance their overall language proficiency. Following closely behind, eighteen individuals, comprising 34.6%, indicated their desire to expand their job prospects. Additionally, 17.3% highlighted their goal of improving their understanding of their respective fields of study, while a minority of 11.5% aimed to enhance their communication skills with others.

**Question 15:** 1In few words what would you recommend to make the course more interesting and useful to you? ........

In the last question of the questionnaire, students were invited to provide recommendations. Upon analyzing the responses, it became evident that they believed certain adjustments would enhance the course's interest and utility. The majority, consisting of thirteen students, had been chosen engaging and fun-based activities, such as group discussions, watching documentaries/movies, with a particular emphasis on "videos". However, ten students emphasized the importance of the hard work through challenging activities to encourage competition and enthusiasm, thus enhancing their language skills. On the other hand, a minority of five individuals critiqued the allocated time and teaching methods. Additionally, it's worth noting that some respondents chose not to answer the questionnaire.

## 3.3. Teachers' Interview

The structured interview complements the questionnaire in our research methodology, aiming to delve deeper into the subject through qualitative analysis. Six teachers, each afforded equal opportunity to voice their perspectives, contribute to gathering reliable and accurate data. Consequently, each question will be meticulously analyzed independently.

**Question one :** How long have you been teaching this course?

To initiate the discussion with the participant, a significant question was selected. The intention behind beginning with this crucial question is to understand their professional experience with the English language.

**Teacher 01** : I've being teaching the course of ESP 8 month ago

**Teacher 02:** I am a teacher of ESP course for one year

**Teacher03:** I've experienced teaching ESP since the last year till now

**Teacher 04:** I am teacher since 2020

**Teacher 05:** I am teaching ESP for almost four years

**Teacher 06:** this years I started teaching English

**Question two:** Are there any Professional Training courses that you obtained to enhance your abilities as an ESP teacher? If yes, please mention.

The second question is specifically tailored for the teachers, serving as a means to initiate the discussion on the research topic with a focus on its initial aspect. It aims to inquire whether teachers participate in any Professional Training courses aimed at enhancing their skills as ESP educators.

In this question all the teachers said "no" reporting that they did not obtain any Professional Training courses. Among them, only one mentioned the self-training through online courses focused on teaching business vocabulary, communication skills, and effective presentation techniques. These courses significantly contributed to tailoring his teaching approach to suit the requirements of students specializing in management.

**Question 03:** Do you think that General English teacher is prepared to cope with an ESP course situation? Explain

The teachers were queried about their perspectives on whether General English teachers are adequately equipped to handle an ESP course. Through this question, we seek to explore the capabilities of General English teachers in comparison to those specialized in ESP.

**Teacher01:** No, I don't think so. A General English teacher may lack the specialized knowledge and skills needed to effectively teach an ESP course. ESP courses require a deep understanding of specific vocabulary, discourse conventions, and communication skills relevant to a particular profession or field, which may exceed the expertise of a General English teacher. Therefore, while experienced in general language teaching, they may struggle to meet the specialized demands of an ESP course.

**Teacher02:** No, because EGP focuses on the general English language abilities of students whereas ESP focuses on their needs in a specific, professional, and detailed analysis.

**Teacher 03:** No, general English teachers may not be fully prepared to handle ESP courses without additional training. ESP courses require specific knowledge and skills tailored to particular contexts or fields, which differ significantly from the broader focus of general English instruction. Specialized training is necessary to effectively navigate the nuances and requirements of ESP courses.

**Teacher04:** In my opinion, a General English teacher might face some challenges when transitioning to an ESP course. Teaching ESP requires specialized knowledge of the specific language needs and skills required in a particular field, such as business English. It involves teaching industry-specific vocabulary, communication styles, and professional writing techniques. A General English teacher may not be as equipped to deliver these specialized aspects effectively without additional training or experience in ESP. However, with dedication and further education in ESP methodology, a General English teacher can certainly adapt and excel in an ESP course setting.

**Teacher05:** Yes, of course. But he may face some challenges related to the lack of knowledge on the student's field of study.

**Teacher06:** Not everyone can manage to teach ESP courses because it needs training and more management skills than teaching general English.

       **Question 04:** In your opinion how should ESP course be planned in order to serve the learners needs?

This question is designed to understand the lesson plans of each teacher, allowing us to observe and identify the strategies employed by each teacher. This will enhance our research perspectives.

**Teacher 01:** An ESP course should start by understanding learners' specific language needs through a thorough analysis. It should then deliver tailored content, vocabulary, and skills aligned with their professional field.

**Teacher 02:** In line with learners' requests and wants, in order to communicate effectively in their chosen field and This can help learners to become more confident and proficient users of English.

**Teacher 03:** ESP courses need careful planning to meet learners' unique needs. This includes assessing goals and contexts, tailoring content, using authentic materials, and emphasizing task-based learning. Flexible delivery and ongoing evaluation ensure effectiveness, while supporting instructor development is crucial for optimal outcomes.

**Teacher 04:** In my view, an ESP course should be meticulously planned to address the specific language needs of the learners. It's essential to conduct a thorough needs analysis to understand the students' industry, job roles, and language requirements. Design the course content around relevant business vocabulary, communication skills, and presentation techniques tailored to their field. Incorporating case studies, real-world scenarios, and discussions on management principles can make the learning experience more engaging and practical. Additionally, providing opportunities for students to practice

using the language in authentic business contexts can greatly enhance their learning outcomes.

**Teacher 05:** Setting the learning objectives according to the students' needs. focusing on practical skills and real-life situations related to their field of study.

**Teacher 06:** It should be planned according to the learners' level taking into account that not all students have the same capabilities in the English language especially as ESP students.

**Question 05:** What approach do you follow to design your course?

Teachers were asked about the approach they do follow to design their course. The answers were as mentioned below.

**Teacher 01:** I prioritize interactive and engaging learning experiences to promote active participation and retention.

**Teacher 02**: skills-centered approach

**Teacher 03:** In planning my courses, I focus on conducting a detailed needs analysis to understand the specific language requirements of my students specializing in both management and human resource management. I design the course content around teaching business vocabulary, communication skills, and effective presentation techniques that are directly relevant to their field. I also incorporate case studies and discussions on management principles to make the learning experience more practical and engaging for the students. This approach helps me tailor the course to meet the unique needs of my learners in a specialized area like business English.

**Teacher 04:** I incorporate different approaches in my teaching to create a well-rounded learning experience

**Teacher 05**: I rely on different approaches in designing my ESP courses because it depends on the nature of the lecture I am preparing and the students' different needs

**Question 06:** Are the syllables given to you as a teacher adequate and well planned to meet the student's needs

In this question, we aim to know teachers' opinion on the syllabuses given and the designing course of ESP. The responses were similar.

All the teachers agreed that the syllabuses provided were well designed.

**Question 07:** Do you think that the time devoted to the ESP course is sufficient?

Teachers were asked to say whether the time is allocated to an ESP course .to see if they will criticize the pedagogical system as it is cited in the last question.

The teachers reported that they all believe that the time allocated to the ESP course is adequate. Teacher number four stated that the course is well-structured to cover the necessary language skills and topics relevant to management English. The course maximizes the students' learning within the given timeframe.

**Question08**: During your teaching path, could you please list a set of difficulties you have faced in your teaching process as an ESP teacher?

In this step we aim to discover teachers' obstacles during their teaching process to analyze the difficulties that an ESP teacher may face

**Teacher 01:** Challenges in incorporating Technology.

**Teacher 02:** lack of subject knowledge, lack of experience, lack of concentration...etc

**Teacher 03**: As an ESP teacher, I've encountered challenges such as limited access to authentic materials, addressing varying language proficiency levels, navigating complex

subject matter, teaching technical vocabulary effectively, maintaining learner motivation, balancing language skill development, adapting to technological changes, and designing fair assessments

**Teacher 04:** In my teaching journey, some challenges I have encountered as an ESP teacher include ensuring that the course content remains relevant to the students' needs in management English, adapting to different learning styles and preferences, and effectively integrating real-world applications like case studies into the curriculum. Additionally, balancing the focus on language skills with the practical aspects of business communication can sometimes be a challenge. Nonetheless, I continuously strive to overcome these difficulties by staying flexible, seeking feedback from students, and refining my teaching methods to better meet their needs.

**Teacher 05:** As an ESP teacher I've come across a few challenges in my teaching journey such as the limited resources....

**Teacher 06:** The lack of materials and the differences in the levels of students.

**Question 09**: Do you think that your students are welcomed to receive the knowledge threw your teaching strategies? Why or why not?

Our main interest was conducted in this research question where we asked the teachers about their student's perspective on the course. our purpose is to determine student's feedback from the teachers themselves.

**Teacher 01:** Yes I think so

**Teacher 02:** definitively

**Teacher 03:** I believe my students generally welcome receiving knowledge through my teaching strategies. By incorporating interactive and engaging activities. However,

individual preferences and learning styles vary, so while some students may readily embrace the teaching methods, others might prefer different approaches.

**Teacher 04**: Absolutely, I strive to create a welcoming and engaging learning environment for my students. By incorporating interactive teaching strategies, real-world examples, and practical applications, aiming to make the learning experience enjoyable and valuable for them. This approach helps students feel encouraged and motivated to receive knowledge and improve their English skills.

**Teacher 05:** Yes, one of the many reasons is that I aim to make the learning experience enjoyable and meaningful for my students

**Teacher 06:** Yes. Because they find it enjoyable."

    **Question 10:**    To 10 how do you rate your ESP course each session?

In this inquiry, we requested teachers to assess their ESP course to examine their own feedback on the overall course they created.

| Teachers | Teacher1 | Teacher2 | Teacher3 | Teacher4 | Teacher5 | Teacher6 |
|---|---|---|---|---|---|---|
| **Rating** <br><br> **1to 10** | 7.5 | 8 | 9 | 9 | 8.5 | 7.5 |

## 3.4. Discussion and Interpretation of the findings:

This research employs a mixed method approach, incorporating both questionnaires and interviews, to gather essential insights for our research inquiries. Our goal is to assess students' proficiency in their English course, pinpointing specific areas of needs, and to

evaluate the effectiveness of an English for Specific Purposes (ESP) course from their perspective. Additionally, we aim to explore the strategies utilized by teachers in ESP courses. This chapter outlines the primary discoveries and examines the outcomes of our investigation, which will contribute to either confirming or rejecting the hypotheses introduced in the earlier sections.

After a thorough analysis of the primary research instruments designed accordingly to meet the needs of the study, from the majority of the first result finding it has become quite apparent that learning English have taken a place in all subject matters due to its importance to serve educational purposes and aligning several specific professions. Additionally, this research study finds out that nearly all the students concur on the widespread acknowledgment of the value that English holds for their academic pursuits and that might be due to the importance of the English language for being the global language and the most dominant in scientific studies, economic transactions, communication and many other domains. From the outcomes of the third question gathered, it become quite evident that all the students shared the same opinion being highly motivated and exited to learn the English language even the ones who represent the passive elements on the classroom ,besides that no one states that he/she is not motivated . A positive outcome was based on the fourth instruction which represent the level of the students who mention that they consider their proficiency to be either good or average. This maintains our research outcomes to be optimistic. Interest in the ESP course appears to be generally high, with a majority of the students who expressed the same thought but in very close proportions However, a minority of students reported their disinterest. This shows that ESP course achieved positive perspectives among learners. Moreover, in question seven (7) students claimed that they practice more interactive and multimedia-based approaches, with group discussions, quiz exercises, and lesson explanations/learning

videos emerging as the most frequent activities on the class. Other students said that they used to have presentations too. These answers reinforce a good teacher's strategy in the engagement of student's practices. Furthermore, the data highlights challenges faced by students, including difficulties in selecting appropriate words while speaking, sustaining conversations, articulating ideas, and responding to basic questions. These challenges underscore the importance of targeted language instruction and support to address specific areas of weakness. This idea was reinforced by the answers of the ninth question , which has to deal with the skills mastery throughout the English course, speaking emerges as the primary focus for a majority of students, followed by listening and reading competencies. This underscores the importance of oral skills in ESP studies which the students have previously identified it as the primary language skill emphasized in their English course with the speaking skill. Additionally, the findings showed that the ESP course is tailored to address the needs of students who also perceive it as beneficial for enhancing their communication abilities and research skills within their specialty. Additionally, they aim to improve their overall language proficiency, expand their job prospects, deepen their understanding of their field of study, and foster interaction with peers. Furthermore, it serves as a platform for professional development and networking opportunities.

In the last question, we requested recommendations from the students to enhance the course's interest and utility according to their perspective. However, our underlying goal was hidden; instructing them to respond concisely. By stipulating brief responses, we aimed to assess their language use and gauge their learning. The majority of respondents provided grammatically correct, well-structured, and relevant answers, indicating a positive outcome. Conversely, some students provided nonsensical or one-word responses, potentially indicating a lack of understanding or engagement. Importantly, many failed to

mention anything related to their specific studies, suggesting potential gaps in their understanding, possibly attributable to their focus on ESP courses.

The second instrument is an interview devoted to the teachers of ESP at the economy department. The results of the first question show that there is a mix of experienced teacher and new teachers ,all of them did not took a professional training courses , from that we understand that is not a procedure to be taken to be an ESP Teacher. Furthermore, Informants mostly agreed that general English teachers may struggle to effectively teach ESP courses due to their lack of specialized knowledge and skills tailored to specific professions or fields, necessitating additional training to bridge the gap between general language instruction and ESP requirements. While transitioning to ESP, challenges may arise from the teacher's unfamiliarity with the students' specific field of study, highlighting the importance of specialized training and management skills for successful ESP instruction. Educators stated that an effective ESP course begins with a thorough needs analysis to understand learners' specific language requirements, followed by tailored content delivery aligned with their professional field. By focusing on practical skills and real-life situations related to their industry, along with flexible planning and learner-centered approaches, ESP courses can empower students to become confident and proficient English users, by conducting detailed needs analyses and incorporating diverse teaching approaches like active learning, pair work, and group work, in order to create a well-rounded, learner-centered ESP course that addresses students' specific language needs effectively. Clearly all of the informants believe that their teaching methods are effective as they aim to create an engaging and enjoyable learning environment for students, fostering motivation and improvement in their English skills. To conclude the course rating was optimistic affirming a positive outcome that emphasize that the strategies of the teachers applied on the ESP course are fruitful.

Upon comparing the research hypotheses with the findings, the first hypothesis posits that the employment of ESP courses in university classrooms has positive outcomes from learners' perspectives regarding their areas of interest. Upon analyzing the results, the participants' responses strongly asserted the significance and effectiveness of ESP courses in enhancing learners' proficiency. In addition, the results of the present study reveal that students' attitudes towards ESP instruction in Algerian universities are mostly positive. Furthermore, the third hypothesis asserts that teachers' strategies in ESP courses at Algerian universities are well-structured. Based on the responses gathered from participants, this hypothesis validates the assertion that the teaching approach in ESP courses is indeed effective.

## 3.5. Suggestions and Recommendation:

The integration of ESP courses in Algerian university classes took an interesting area of study nowadays. Thanks to learners' positive feedback and teacher' adaptation of motivation and the appropriate teacher strategies that meets students' needs. Our purpose from this research study is to explore the effectiveness of an ESP course. More precisely to what extend a course design can meet students lacks and strengths on the English language learning in relation with their specific area of study. After analyzing and the discussing the findings, the results match positively with the hypothesis. Additionally, a numerous of possible suggestions and recommendations can be provided to help further researchers. First, we recommend for the teachers to use more engaging activities which would interact the students to be active and express their thoughts and knowledge. furthermore, we advise teachers to use tasks based on reading skills that may help them memorize words and enlarge their vocabulary. As well as offering a reward to put in more effort and achieve higher goals. Moreover, we suggest training courses for the teachers. We believe that it should be an important part of curriculum to prepare general English teachers to cope with

ESP course situations that would help them to improve teaching methods, develop classroom management and to increase learners' motivation. Finally, future researchers are encouraged to incorporate classroom observation as a research instrument alongside questionnaires and interviews to provide deeper insights into the learning environment and the dynamics between students and teachers, thus shedding light on effective teaching practices.

## 3.6. Conclusion

The third chapter of the dissertation outlines the practical steps taken in the research, focusing on analyzing and explaining detailed data collected through two distinct research instruments: questionnaires and interviews. These instruments were tailored for different participants, with the questionnaire designed for third-year economics students at Belhadj Bouchaib University and the interviews conducted with their teachers .Using mixed methods, the research aimed to explore student perspectives on learning ESP courses and assess the effectiveness of courses designed by teachers .In conclusion in a discussion of findings and offering suggestions for future research.

# General conclusion

Everything changes over time, including various low points that are converted into new challenges and important decisions that are made in line with the trend. In Algeria the emergence of the English language as the global language has changed many rules being replaced into the implementation of ESP courses in Algerian universities. English for Specific Purposes (ESP) is a specialized branch of language education that tailors language learning and teaching to meet the specific needs of learners within academic and professional contexts. Recognizing the diverse linguistic requirements of students across various disciplines and professions, ESP focuses on providing targeted language instruction that directly addresses the communicative demands of specific academic fields or career paths. By emphasizing the development of language skills pertinent to students' academic and professional goals, ESP facilitates more efficient and effective language learning, thereby enhancing students' ability to comprehend and produce discipline-specific discourse. This tailored approach not only equips students with the linguistic tools necessary for academic success but also empowers them to navigate and communicate effectively within their respective fields of study, ultimately enriching their educational experiences and enhancing their future career prospects.

This study investigates the effectiveness of English for Specific Purposes (ESP) courses in university contexts, focusing on economy department students in Ain Temouchent city. Central to the inquiry are three main questions: the teaching strategies employed by ESP instructors and the attitudes of students towards learning ESP. The study

posits three hypotheses, suggesting that integrating ESP courses in university curricula enhances students' academic progress and signifies high-quality instruction within Algerian universities. Structured across three chapters, the research begins by exploring the theoretical underpinnings of ESP, followed by an outline of the research methodology integrating both quantitative and qualitative data collection methods. The study concludes with an analysis of collected data to illuminate the intricacies of ESP instruction and potential avenues for enhancement in language education practices.

Through systematic investigation, this study examines the efficacy of ESP courses in university settings, particularly focusing on economy department students in Ain Temouchent city. It seeks to understand the teaching strategies utilized by ESP instructors additionally the perceptions and attitudes of students towards ESP learning. furthermore, it aims to test the ESP course outcomes in students' academic studies. With three hypotheses suggesting the benefits of integrating ESP courses and the quality of instruction in Algerian universities with a positive feedback from the learner's prospection .The research unfolds across three chapters. It delves into the theoretical foundations of ESP, outlines a comprehensive research methodology, and culminates in an analysis of collected data to inform potential improvements in language education practices.

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# Appendices

**Appendice A**

**Student's questionnaire**

Dear participants

We're students at Ain Temouchent University, studying English. We need your help for our final project. We made a questionnaire, and we'd like you to answer it. It'll only take about 5 to 10 minutes. Please answer the questions honestly for our academic work. Your answers will be kept private. Thank you for helping us with our studies!

**Instructions:**

For the following items, please indicate your answer with a tick (√) in the spaces provided

**1_What is your gender?**
- ☐ Male
- ☐ female

**2_English is important for your academic studies?**
- ☐ Strongly agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly disagree

**3_To what extent are you motivated to learn the English language?**
- ☐ Extremely motivate
- ☐ very motivated
- ☐ somewhat motivated.
- ☐ not motivated
- ☐ not at all motivated

**4_ Do you consider your level of English to be?**
- ☐ Good
- ☐ average
- ☐ low

**5_ If your level is low do you think it is due to**: (you can pick more than one answer):
- ☐ indicates teaching of English
- ☐ absence of an official syllabus
- ☐ lack of motivation
- ☐ insufficient time allocated to English in the curriculum

Others please specify.......

**6_ How interested are you in your English course at University?**
- ☐ Extremely interested.
- ☐ very interested
- ☐ moderately interested
- ☐ slightly interested
- ☐ not interested at all

**7_ What is the most frequent activity you have in your English course?**:
(you can pick more than one answer)
- ☐ Presentation
- ☐ Group discussions
- ☐ Quiz exercise tasks
- ☐ Lesson explanation by the teacher\ learning videos

Other please specify....

**8_ What are your present Academy English language needs?:** ( you can pick more than one answer)
- ☐ Developing oral and aural Δcommunication skills
- ☐ Developing reading strategies for academic purposes
- ☐ Developing academic writing skills
- ☐ Developing study skills
- ☐ improving grammar
- ☐ Using the English vocabulary related to our specialism
- ☐ Developing an awareness of cultural appropriateness and of cross-cultural aspects

**9_ What are the most focused language skills that are taught in your English course?**

- ☐ Listening
- ☐ Reading
- ☐ Writing
- ☐ speaking

**10_ Is the time allocated to the English course at University:**
- ☐ Enough to improve your level
- ☐ Not enough to improve your level

**11_What difficulties / main obstacles do you face in your English course if any?**
- ☐ Holding a conversation in English framing
- ☐ Simple questions
- ☐ providing responses to simple questions
- ☐ Choosing the right word while speaking
- ☐ Expressing ideas and thoughts clearly
- ☐ Reading text relevant to my specialty
- ☐ Writing correct meaningful sentences encountering difficulties while translating articles from English to French

**12_ What level of English proficiency do you think you have:**
- ☐ Beginner
- ☐ Intermediate
- ☐ advanced

**13_ Do you think that what you have studied in English module will let you communicate and search in your field of specialty using English?:**
- ☐ Definitely
- ☐ Probably
- ☐ Probably not
- ☐ Definitely not

**14_ What is your main objective behind learning \ studying English?:**
- ☐ To improve my general language skills
- ☐ To increase my job opportunities
- ☐ To better study my specialty
- ☐ To interact with others

Others, please specify.....

**15_ In few words what would you recommend to make the course more interesting and useful to you?**.........

# Appendix B

# Teachers' Interview

- ❖ How long have you been teaching this course?
  ……………………………………………………………………………………..
- ❖ Are there any Professional Training courses that you obtained to enhance your abilities as an ESP teacher? If yes, please mention.
  …………………………………………………………………………………
- ❖ Do you think that General English teacher is prepared to cope with an ESP course situation? Explain.
  ……………………………………………………………………………………..
- ❖ In your opinion how should ESP course be planned in order to serve the learner's needs?
  ……………………………………………………………………………………..
- ❖ What approach do you follow to design your course?
  …………………………………………………………………………………
- ❖ Are the syllables given to you as a teacher adequate and well planned to meet the student's needs?
  ……………………………………………………………………………………..
- ❖ - Do you think that the time devoted to the ESP course is sufficient?
  …………………………………………………………………………………….
- ❖ During your teaching path, could you please list a set of difficulties you have faced in your teaching process as an ESP teacher?
  …………………………………………………………………………………
- ❖ - Do you think that your students are welcomed to receive the knowledge threw your teaching strategies? Why or why not?
  ………………………………………………………………………………….
- ❖ TO 10 how do you rate your ESP course each session?
  ……………………………………………………………………………………..

ملخص

اللغة الإنجليزية تطورت وأصبحت مستخدمة في مختلف مجالات الدراسة في العصر الحديث لذا يجب على المعلمين أن يكونوا على دراية بالتقنيات التي يستخدمونها لمساعدة طلابهم، خاصة فيما يتعلق بطلاب قسم الاقتصاد. تعزز عملية تدريس اللغة الإنجليزية لأغراض محددة قدرات الطلاب ومشاركتهم في المادة، وتلبي احتياجاتهم واهتماماتهم. أكثرية المشاركين تعبر عن ردود فعل إيجابية تعكس الأساليب التعليمية الجيدة التي تم اعتمادها في الصف. في الوقت نفسه، يسلط الباحثون الضوء على أهمية برامج التدريب للمعلمين. إنها مهارة ضرورية تساعد المعلمين على تحسين عملية التدريس وتطوير قدرات الطلاب

Résumé


La langue anglaise a évolué et est devenue utilisée dans divers domaines d'étude à l'époque moderne, il est donc essentiel que les enseignants soient conscients des techniques qu'ils utilisent pour aider leurs élèves, en particulier en ce qui concerne les étudiants en économie. L'enseignement de l'anglais à des fins spécifiques renforce les compétences des élèves et leur participation au cours, répondant ainsi à leurs besoins et intérêts. La majorité des participants expriment des retours positifs reflétant les bonnes techniques pédagogiques adoptées en classe. Dans le même temps, les chercheurs mettent en lumière l'importance des programmes de formation pour les enseignants. C'est une compétence nécessaire qui aide les enseignants à améliorer le processus d'enseignement et à développer les compétences des élèves.

Summary

The evolution of the English language into the modern era has led to its widespread use across various fields of study. Hence, it's crucial for educators to be mindful of their instructional methods, particularly in disciplines like economics. Teaching English for Specific Purposes (ESP) in this context enhances students' proficiency and involvement in the subject, aligning with their specific needs and interests. Positive feedback from participants underscores the effectiveness of these teaching approaches. Concurrently, researchers emphasize the significance of training programs for educators, as they enable them to refine their teaching techniques and foster students' skill development.