

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF HASSIBA BENBOUALI  
CHLEF  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH  
EDOLAS

# **Motivation among ESP Students: A Case Study of the First Year Students of the Department of Engineering, Chlef University**

DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES IN  
PARTIAL FULFILMENT OF THE DEGREE OF MAGISTER IN ENGLISH FOR SPECIFIC  
PURPOSES (ESP)

**Presented by:**  
**Miss Samiya ZIDANE**

**Supervised by:**  
**Dr. Zouaoui MERBOUH**

**Board of Examiners:**

Prof	Mohamed MILIANI (Prof)	(President)	Oran University	(Oran)
Dr.	Zouaoui MERBOUH (MC)	(Supervisor)	Djillali Liabes University	(Sidi Bel Abbes)
Dr.	Mohamed MELOUK (MC)	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)
Dr.	Belabbes OUERRAD (MC)	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)

**Academic Year: 2010-2011**

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF HASSIBA BENBOUALI  
CHLEF  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH  
EDOLAS

# **Motivation among ESP Students: A Case Study of the First Year Students of the Department of Engineering, Chlef University**

DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES IN  
PARTIAL FULFILMENT OF THE DEGREE OF MAGISTER IN ENGLISH FOR SPECIFIC  
PURPOSES (ESP)

**Presented by:**  
Miss Samiya ZIDANE

**Supervised by:**  
Dr. Zouaoui MERBOUH

**Board of Examiners:**

Prof	Mohamed MILIANI (Prof)	(President)	Oran University	(Oran)
Dr.	Zouaoui MERBOUH (MC)	(Supervisor)	Djillali Liabes University	(Sidi Bel Abbes)
Dr.	Mohamed MELOUK(MC)	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)
Dr.	Belabbes OUERRAD (MC)	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)

**Academic Year: 2010-2011**

## **DEDICATION**

*To my Mother, may her soul rest in peace!*

## ACKNOWLEDGMENTS

First of all, I thank the Almighty God for bestowing on me the needed strength, clarity of mind, and perseverance to complete this work.

I would like to thank Dr. MERBOUH, my supervisor and my teacher, for his continued support, valuable guidance and helpful suggestions. Without his support and encouragement this dissertation might never been completed.

I am greatly indebted to all the members of the jury including Prof. MILIANI, Dr. MELOUK and Dr. OUERRAD who have accepted to read and evaluate the present dissertation.

My heartfelt gratitude is extended to Mrs. BOUSSENA for her care and guidance.

Special thanks to my teachers of Post Graduate Studies at Chlef University; Dr. HADDOUCHE, Dr. MARDJANE, Dr. EL KORSO, Mrs. REMON, Mr. KASSOUL, and Mr. BOUNOUA, as well as my former teachers of English Department, secondary, middle and primary school for their efforts and helps.

I am grateful to all the teachers and students in the Department of Civil Engineering, notably Dr. BOUGARA for their cooperation and kindness.

I am also thankful to all my classmates and colleagues, especially Malika, Nacèra, Khadidja and Halima for their inspirational discussions, valuable help and friendship.

I wish to express my gratitude to all my extended family and the many friends especially my grandmother, for their continuous prayers and support.

I am thankful to my dear parents who always sacrificed their today for my tomorrow, to my sisters: Zahra, Hanane, Wafaa and my brothers. Sofiane and Anas.

Finally, I am thankful to all who believed in me and pried for my success.

## **LIST OF ABBRIVIATIONS**

**EAP:** English for Academic Purposes

**EBE:** English for Business and Economics

**ELL:** English Language Learning

**ELT:** English Language Teaching

**EOP:** English for Occupational Purposes

**ESP:** English for Specific Purposes

**ESS:** English for Social Studies

**EST:** English for Science and Technology

**EVP:** English for Vocational Purpose

**FL:** Foreign Language

**GE:** General English

**L1:** Student's First/Native Language

**L2:** Second Language

**LMD:** Licence Master Doctorate

**MT:** Mother Tongue

**NA:** Needs Analysis

**TL:** Target Language

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
<b>Table 1-1 Features of ESP and GE.....</b>	<b>28</b>
<b>Table 3-1 Years of Studying English.....</b>	<b>42</b>
<b>Table 3-2 Level of English.....</b>	<b>43</b>
<b>Table 3-3 Instrumental Motivation.....</b>	<b>44</b>
<b>Table 3-4 Integrative Motivation.....</b>	<b>45</b>
<b>Table 3-5 Importance of English.....</b>	<b>46</b>
<b>Table 3-6 Class Attendance.....</b>	<b>47</b>
<b>Table 3-7 English Classes.....</b>	<b>48</b>
<b>Table 3-8 Course Usefulness.....</b>	<b>48</b>
<b>Table 3-9 Other Topics.....</b>	<b>54</b>
<b>Table 3-10 Students' Use of Scientific Books /Documentations</b>	
<b>Written in English.....</b>	<b>56</b>
<b>Table 3-11 Teachers' Encouragement.....</b>	<b>56</b>
<b>Table 3-12 Teachers' Degree.....</b>	<b>59</b>
<b>Table 3-13 Teachers' Status.....</b>	<b>59</b>
<b>Table 3-14 Teachers' Training.....</b>	<b>60</b>
<b>Table 3-15 Use of Specific Materials.....</b>	<b>61</b>
<b>Table 3-16 Use of Translation.....</b>	<b>62</b>
<b>Table 3-17 Official Program.....</b>	<b>63</b>
<b>Table: 3-18-Teachers' Collaboration.....</b>	<b>64</b>
<b>Table: 3-19- Course Evaluation.....</b>	<b>64</b>
<b>Table: 3-20- Teachers' Attitudes about their Students' Motivation.....</b>	<b>65</b>

## **LIST OF FIGURES**

<b>Figure</b>	<b>Page</b>
<b>Figure 2-1- Simplified Tree of ELT.....</b>	<b>30</b>
<b>Figure 3-1 Students' Attitudes towards the Teachers' Personality.....</b>	<b>49</b>
<b>Figure 3-2 Students' Attitudes towards the Teachers' Sense of Humor.....</b>	<b>50</b>
<b>Figure 3-3 Students' Attitudes towards the Teachers' Subject Knowledge...50</b>	
<b>Figure 3-4 Students' Attitudes towards the Materials Used.....</b>	<b>51</b>
<b>Figure 3-5 Students' Attitudes towards the Methodology Used.....</b>	<b>52</b>
<b>Figure 3-6 Students' Attitudes towards Teaching Aids.....</b>	<b>52</b>
<b>Figure 3-7 Students' Attitudes towards Course Duration.....</b>	<b>53</b>
<b>Figure 3-8 Students' Attitudes towards the Course Content.....</b>	<b>53</b>
<b>Figure 3-9 Objectives of Using Specific Documentation.....</b>	<b>57</b>
<b>Figure 3-10 Course Content.....</b>	<b>60</b>

## **LIST OF GRAPHS**

<b>Bar-Graph</b>	<b>Page</b>
<b>Bar-Graph 3-1 Emphasis on Skills.....</b>	<b>55</b>
<b>Bar-Graph 3-2 Skills Emphasis.....</b>	<b>62</b>



## **ABSTRACT**

This study is an attempt to identify civil engineering students' motivation and attitudes towards learning English for specific purposes. The main purposes of this study are to find out: types of motivation possessed by ESP students at Civil Engineering Department at Hassiba Benbouali University of Chlef, their attitudes towards the ESP course and the external factors affecting their motivation and the teaching/learning process as well. The study involves the use of two questionnaires administered to a sample of English language teachers and first year students at the Department of Civil Engineering. The gathered data was interpreted using Microsoft Office Excel Software and presented in tables, figures and graphs.

The findings revealed that civil engineering students were instrumentally motivated mainly for practical reasons, including getting better job, further one's career and be a knowledgeable person. They also showed the students' dissatisfaction and negative attitudes towards the ESP course since their specific needs and expectations were not met. Thus, policy makers, syllabus designers and language programmers should design courses that really meet civil engineering students' needs and provide a supportive atmosphere to enhance their motivation.

This study is divided into four chapters. Chapter one describes the current situation of teaching ESP at Civil Engineering Department and presents the instrumentation, data collection and data analysis. Chapter two reviews theoretical background relating to ESP, motivation and attitudes. Chapter three analyzes both teachers' and students' questionnaires and summarizes some major findings. Chapter four gives some suggestions, points out limitations and provides some recommendations for further research.

**Keywords:** ESP, Motivation, Attitudes, Needs Analysis, ESP course, Civil Engineering Students.

## TABLE OF CONTENTS

Dedication.....	I
Acknowledgments.....	II
List of Abbreviations.....	III
List of Tables.....	IV
List of Figures.....	V
List of Graphs.....	VI
Abstract.....	VII
Table of Contents.....	VIII

General Introduction.....	1
---------------------------	---

Chapter One: The Situation of ESP Teaching at Civil Engineering Department.....	5
---	---

1-1-Introduction.....	5
-----------------------	---

1-2- ESP Teaching in Civil Engineering Department.....	5
--	---

1-2-1-ESP in Algeria.....	5
---------------------------	---

1-2-2-The Current Situation of ESP Teaching in Civil Engineering Department.....	6
--	---

1-2-3-The Learning Situation.....	7
-----------------------------------	---

1-2-3-1-The Teacher.....	7
--------------------------	---

1-2-3-2-The Students.....	8
---------------------------	---

1-2-3-3-The Syllabus.....	9
---------------------------	---

1-2-3-4-Materials.....	10
------------------------	----

1-2-3-5-The Coefficient.....	10
------------------------------	----

1-2-3-6-Group Size.....	11
-------------------------	----

1-2-3-7-Time Allocation.....	12
------------------------------	----

1-2-3-8-Timing.....	12
<b>1-3-Research Methodology.....</b>	<b>13</b>
1-3-1-Participants.....	13
1-3-1-1-Teachers' Profiles.....	13
1-3-1-2-Learners' profiles.....	14
1-3-2-Data Gathering Tools.....	15
1-3-3-The Construction of the Questionnaire.....	16
1-3-3-1-Description of the Students' Questionnaire.....	17
1-3-3-2-Description of the Teachers' Questionnaire.....	18
1-3-4-Reliability.....	19
1-3-5-Data Collection Procedures and Analysis.....	20
<b>1-4-Conclusion.....</b>	<b>21</b>
<b>Chapter Two: Motivation and Attitudes towards Learning ESP.....</b>	<b>22</b>
2-1-Introduction.....	22
2-2-English for Specific Purposes.....	22
2-2-1-Origins of ESP.....	22
2-2-1-1-The Demand of Brave New World.....	22
2-2-1-2- Revolution in Linguistics.....	23
2-2-1-3- Focus on the Learner.....	24
2-2-2- Definitions of ESP.....	24
2-2-2-1-Absolute Characteristics.....	25
2-2-2-2-Variable Characteristics.....	25
2-2-2-3-Absolute Characteristics.....	25
2-2-2-4-Variable Characteristics.....	26
2-2-3- The Difference between ESP and GE.....	26
2-2-4-Types of ESP.....	28
2-3-Motivation and Attitudes towards Learning English.....	30

2-3-1-Definition of Motivation.....	31
2-3-2-Sources of Motivation.....	32
2-3-3-Attitudes towards Learning English.....	33
2-3-4-Instrumental and Integrative Motivation.....	33
2-3-5-External Factors Influence Learners' Motivation.....	39
2-4-Conclusion.....	41
Chapter Three: Data Analysis and Interpretation.....	42
3-1- Introduction.....	42
3-2- Analysis of Students' and Teachers' Questionnaire.....	42
3-2-1- Students' Questionnaire.....	42
I- Personal Background.....	42
II- Reasons for Studying English.....	43
III- English Classes.....	46
3-2-2- Teachers' Questionnaire.....	58
I- Personal Information.....	58
II- English Courses.....	60
3-3- Interpretations of the Results.....	66
3-4- Conclusion.....	67
Chapter Four: Suggestions and Recommendations.....	68
1-1-Introduction.....	68
4-2- Suggestions for Improvement.....	68
4-2-1-Necessity for Conducting Needs Analysis.....	68
4-2-2-Change in the Role of the Teacher.....	71
4-2-3-The Role of the Institution.....	74

4-1-4-Change in the Teaching Methodology.....	75
4-2-5-Change in the English Language Program.....	77
4-2-6-Initiating and Sustaining Students' Motivation.....	81
4-3- Recommendations and Limitations.....	83
4-3-1- Recommendations for Further Research.....	83
4-3-2-Limitations of the Study.....	84
4-4-Conclusion.....	85
General Conclusion.....	86
Bibliography.....	90

## **APPENDICES**

Appendix 01: Glossary.....	1
Appendix 02: Teachers' Questionnaire.....	3
Appendix 03: Students' Questionnaire (English Version).....	.6
Appendix 04: Students' Questionnaire (Arabic Version).....	10

# GENERAL INTRODUCTION

## **GENERAL INTRODUCTION**

In recent decades, English has been more and more important in the world. Its importance is not only how many people speak it but also in what it is used for. English is now widely known as the international language of communication, science, technology and economic developments. Thus, many people shift their concerns to learn English to achieve specific goals. As a result, much attention was given to the learning of English across the country. The teaching of English was introduced as a school subject at all levels, including middle, secondary schools and universities.

Algerian Universities provide several English courses with various strategies and techniques to achieve foreign language achievement. In fact, second language achievement is often related to motivational variables that take place within the English classroom and the attitudinal perspectives towards the members of the target language being learnt. Motivation is considered the most significant factor for success in the language learning process due to its vital role in affecting second language learning proficiency. Moreover, motivation is perceived by researchers as changeable, increasing and declining, affecting language achievement and being affected by it. Accordingly, a demotivated person is someone who is originally motivated but because of unfavorable external variables, he loses his motivation.

In the process of teaching and learning English, students of different levels and ages come with a whole range of motivations and may encounter many factors which affect their interests and minimize their chances of success. Moreover, in the Department of Civil Engineering at Hassiba Benbouali University of Chlef, English language teachers who are not specialists in the students' specialism and who are not trained at all, carry out the teaching of English for specific purposes. The challenge is that due to the secondary nature of the ESP courses at the Department of Civil Engineering, the syllabus designers give no particular

attention to the ESP subject and do not provide any specification to the course content, methodology and teaching materials. As a result, the newly qualified English teachers find themselves responsible and design courses neglecting civil engineering students' specific needs and interests which in turn will affect and influence the students' level of motivation. Thus, the present study is concerned with investigating the types of motivation and attitudes of civil engineering students at Hassiba Benbouali University of Chlef towards the offered ESP courses and identifying the external factors that affect their motivation and the English teaching/learning process as well.

Besides the important role of learners' motivation and attitudes in English learning process, the lack in the literature regarding studies on engineering students' motivation and attitudes in the Arab world has been another motive to conduct the present study. More importantly, in Chlef EFL context, no study has been conducted to investigate language learning motivation and attitudes of ESP learners at Hassiba Benbouali University of Chlef in general and civil engineering learners in particular.

The aim of this study is investigating 1<sup>st</sup> year civil engineering students' motivation and attitudes towards learning English language. The main purposes of the study are summarized below:

1. To measure civil engineering students' level of motivation.
2. To determine the type of motivation that civil engineering students have behind learning English.
3. To investigate the students' attitudes and beliefs towards the ESP course.
4. To identify the external factors affecting the students' motivation and influencing English learning process.
5. To provide new motivating strategies and methodologies to enhance students' level of motivation and success in the learning process.



To achieve the objectives, the following corresponding questions are for the present study:

1. Are civil engineering students motivated or not?
2. Which type of motivation do they have?
3. What are the students' attitudes towards the ESP course?
4. What are the external factors that affect civil engineering students' motivation?

The observation made above leads to formulating the following hypotheses:

1. Civil engineering students are not highly motivated.
2. The majority of students are instrumentally motivated.
3. Civil engineering students have negative attitudes towards the ESP course.
4. The most external factors affecting students' motivation are often related to the teacher and the syllabus content.

To gather information about the current situation of ESP course at the Department of Civil Engineering at Chlef University, have an idea about the profile of both civil engineering students and English language teachers and investigating the students' motivation and attitudes towards learning English for specific purposes, two questionnaires were designed and administered; one addressed to the two (02) language teachers who have taught at the Department of Civil Engineering, and another in both English and Arabic versions to a sample of (50) first-year students.

The findings of this study are believed to be useful for the teachers of English in general and teachers of English at Civil Engineering Department in particular. Additionally, they provide institutional authorities with a clear view of existing ESP courses and enabling them to rethink the objectives of the current ESP curricular. They also give some recommendations for teachers to motivate students learn English and overcome obstacles and difficulties in the teaching/learning process.

The dissertation develops in four chapters; the first chapter deals with the introduction of teaching English in Algeria at all levels including; middle, secondary school and university and especially in scientific faculties. It also describes the current situation of teaching English for specific purposes in Civil Engineering Department. It also presents the instrumentation, data collection and data analysis used in this research.

The second chapter reviews the literature related to the research issues. The background of ESP and the previous studies related to ESP are addressed in the first section. The following section covers the importance of motivation and attitudes in English learning/teaching process, including definitions and previous studies done in both general and ESP context with more emphasis on the two types of motivation (instrumental and integrative). It also deals with the external factors affecting the motivation of civil engineering students and the effectiveness of ESP teaching/learning process.

The third chapter presents the data analysis and the interpretations of the results. The first part offers a comprehensive analysis of both civil engineering students' and English language teachers' questionnaires. The second part of this chapter presents the interpretations of some major findings and conclusions of this study.

The fourth chapter gives some suggestions and pedagogical applications for teachers, educators and curriculum developers to bring effective changes to the learning/teaching process that help and motivate civil engineering students acquire the basic skills and improve their level of proficiency. Implications for further research and limitations of the study were also provided.

# CHAPTER ONE

# **Chapter One: The Situation of ESP Teaching at Civil Engineering Department**

<b>1-1-Introduction.....</b>	<b>5</b>
<b>1-2- ESP Teaching in Civil Engineering Department.....</b>	<b>5</b>
<b>1-2-1-ESP in Algeria.....</b>	<b>5</b>
<b>1-2-2-The Current situation of ESP Teaching in Civil Engineering Department.....</b>	
<b>1-2-3-The learning Situation.....</b>	<b>7</b>
<b>1-2-3-1-The Teacher.....</b>	<b>7</b>
<b>1-2-3-2-The Students.....</b>	<b>8</b>
<b>1-2-3-3-The Syllabus.....</b>	<b>9</b>
<b>1-2-3-4-Materials.....</b>	<b>10</b>
<b>1-2-3-5-The Coefficient.....</b>	<b>10</b>
<b>1-2-3-6-Group Size.....</b>	<b>11</b>
<b>1-2-3-7-Time Allocation.....</b>	<b>12</b>
<b>1-2-3-8-Timing.....</b>	<b>12</b>
<b>1-3-Research Methodology.....</b>	<b>13</b>
<b>1-3-1-Participants.....</b>	<b>13</b>
<b>1-3-1-1-Teachers' Profiles.....</b>	<b>13</b>
<b>1-3-1-2-Learners' Profiles.....</b>	<b>14</b>
<b>1-3-2-Data gathering Tools.....</b>	<b>15</b>
<b>1-3-3-The Construction of the Questionnaire.....</b>	<b>16</b>
<b>1-3-3-1-Description of the Students' Questionnaire.....</b>	<b>17</b>
<b>1-3-3-2-Description of the Teachers' Questionnaire.....</b>	<b>18</b>
<b>1-3-4-Reliability.....</b>	<b>19</b>
<b>1-3-5-Data Collection Procedures and Analysis.....</b>	<b>20</b>
<b>1-4-Conclusion.....</b>	<b>21</b>

# **Chapter One: The Situation of ESP Teaching at Civil Engineering Department**

## **1-1-Introduction**

This chapter deals with the introduction of teaching English in Algeria at all levels including; middle, secondary school and university and especially in scientific faculties. It also describes the current situation of teaching English for specific purposes in Civil Engineering Department in which it is considered as a secondary subject due to the least importance given by the administration. Additionally, it also represents the methodology used in this research in which the researcher designed and administered two questionnaires; one to a sample of two (2) English language teachers and the other one with both English and Arabic versions to a sample of fifty (50) first- year civil engineering students.

## **1-2- ESP Teaching in Civil Engineering Department**

The demand for English has increased in recent years due to its role as the international language of technology and commerce. To respond to this growing demand, the teaching of English courses was autothorised at all levels of education, including middle, secondary schools and universities

### **1-2-1-ESP in Algeria**

Because of the great importance and the growing demand of English as a means of access to modern science and technology and to economic development, much attention was given to the learning of English in many countries particularly in Algeria in order to gain English language achievement and development.

Consequently, the Algerian Ministry Of Education introduced the teaching of English as a school subject at all levels, including middle, secondary school and

universities. Accordingly, English is taught in Algerian faculties and institutions such as, economics, computing, social sciences and civil engineering.

Some departments require its use more than others. This is the case of Civil Engineering Department where the importance of teaching English is emphasized for various reasons mainly because of its specificity and the wide range of scientific documentation available in English.

In fact, English courses are devoted to a great majority of learners to fulfill a variety of specific aims and goals mainly to use it as a medium for communicating information and news or to facilitate the business they are engaged in without any difficulty.

### **1-2-2-The Current Situation of ESP Teaching in Civil Engineering Department**

ESP module at the Department of Civil Engineering is considered as a secondary course. It is taught as a pedagogical support for many reasons mainly because of the scientific documentation available in English and the wide range of scientific terms of civil engineering are in English. In addition, the syllabus designers gave no particular consideration to English for specific purposes and did not define the objectives and give no specification to the course content, methodology and teaching materials. Similarly, the teacher was responsible to organize the ESP course and was free to teach and select whatever he / she saw convenient and relevant.

It is obvious that the offered ESP course would neither suit the students' needs nor cover all the necessary knowledge due to the fact that the most English language teachers who were not specialists in the field and who did not receive any particular training to teach ESP had no idea about the specificity of the courses and prefer to base the course on the teaching of general vocabulary and some scientific technical terms related to Civil Engineering field. In addition to the limited time devoted to English course which was just (1h30 a week). However,

1h30 a week was not sufficient and made difficulties for teachers to use the devoted time efficiently in organizing and preparing the content of the course that meet all the students' needs and satisfy their expectations.

Consequently, the course seemed to be irrelevant and the students lost their interest to learn English and failed in their attempt to acquire the basic information and knowledge of both general English and English related to Civil Engineering domain.

### **1-2-3-The Learning Situation**

This section represents clear insights about the students' and teachers' profiles and qualifications, the English module duration, timing and coefficient, the syllabus content, materials used and the group size.

#### **1-2-3-1-The Teacher**

Despite of the important role of English in scientific, economic and technological fields, least importance was given from the administration to English courses which were considered as secondary classes. In this case, the untrained newly qualified teachers found themselves responsible and free to design the course content, provide the teaching materials and evaluate the learning process since no considerations and specifications were provided by the administration to the English courses offered to civil engineering students.

Consequently, English teachers preferred to teach general English because they were coming from a background unrelated to the students' field in which they were asked to teach. They based the course on teaching grammar relying on general texts without considering the students' specific specialty. They also presented wide range of vocabulary and long list of lexical terms with their French translation and rarely used the students' mother tongue which is Arabic. The teachers used translation method in order to facilitate the learning tasks and wider the students' understanding. However, they faced many difficulties when

translating from English to Arabic due to the complicated nature of scientific terms and the absence of the real context.

It is obvious that English teachers at Civil Engineering Department focused on teaching grammatical rules and memorizing vocabulary and provided typical classroom activities and homework including texts translation and written exercises. As noted by Maddock, (1994: 247) who asserts: " *language curricular is therefore dominated by the systematic study of grammar, the regular carrying out of translation exercises into and out of language*".

Thus, the teachers' main tasks were mainly providing and explaining the courses, facilitating the learning process through translating the difficult items to wider the understanding, asking the students to learn grammatical rules and memorize the vocabulary to be better and well used in classroom activities, guiding and helping the students through his interference in correcting mistakes and evaluating the students by providing various tests.

### **1-2-3-2-The Students**

English has a vital role as means of access to modern sciences and technology since the most cited scientific journals and books were edited in English. In this context, civil engineering students were aware about the paramount importance of English in their field and future carrier but no efforts were made in order to develop and improve their level because they were almost totally dependent on their teachers in everything.

Moreover, since the course was based on the teaching of set of grammar rules and vocabulary, civil engineering students were asked to learn the rules and apply them in classroom activities. Additionally, they were supposed to memorize wide range of scientific terms related to civil engineering field and providing their translation both to English or Arabic if it was possible.



Obviously, the current situation led to a limited students-teacher contact and absence of student-student interaction since they were not involved in various interesting communicative tasks to improve the necessary skills.

### **1-2-3-3-The Syllabus**

It is important to state that the most ESP teachers were primarily teachers of general English which implies that those university graduates had no idea about ESP course design since they were not receiving adequate training and were not prepared for the wide range of responsibilities involved in ESP practice.

Additionally, due to the absence of a precise programme, guidance and specificity of the course outline, the teachers had to design the syllabus and adapt the materials themselves. Consequently, the teachers designed the syllabus and setting out the course outline according to their personal views considering the students' low proficiency in English which was considered a major handicap for pursuing higher studies.

Since the teachers' main concern was acquiring the basic knowledge of common core grammar and vocabulary, they provided courses based on the teaching of grammar rules and the memorization of terms related to civil engineering domain and presented activities based on translation and written texts.

This is the case in civil engineering department where the current ESP syllabus indicated that no prior determined objectives and needs analysis were conducted from both language planners and teachers in order to investigate the students' needs and specific purposes to put it as the starting point in designing an effective syllabus that meets and suits all civil engineering students' necessary skills and knowledge.

Thus, specific programmes should be designed to better meet all the students' needs and cover the necessary skills to prepare the students for future academic situations because teachers had to develop the learners' academic English, that is, the English needed for reading, writing, speaking and listening in

the content areas. (Collier, 1999; Cummins, 2001). They had also to ensure that learners develop the specific academic language they need to participate in the content classroom. (Chamat and O'Mally, 1994, Echevarria, Vgot, and Short, 2004 as cited in Harrabi, 2010).

#### **1-2-3-4-Materials**

The selection of ESP materials defines the objectives of the course and determines the content of the lesson. Therefore, choosing good materials should help the syllabus designer in organizing the course and support learners and teachers in the English learning process. Additionally, good materials should be based on various effective texts and interesting activities practicing a wide range of skills. The teacher is responsible to determine which aspects of ESP learning will be stressed on, taking into consideration that one piece of material can be used to practice and develop more than one skill, e.g.: listening, reading and speaking, etc. *“Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course”* (Graves, 1996: 27).

Obviously, no specific materials were offered to civil engineering students and this is due to the absence of prior needs analysis and pre-determined objectives and since the use of specific texts would present problems to the teacher who may be insecure and lacking in specialist knowledge. The teacher introduced personal materials related to more general texts and used textbooks based on general English. The materials used were not also suitable for developing a particular discipline. Clearly, the materials used did not meet the students' needs and failed to make the ESP learning more effective.

#### **1-2-3-5-The Coefficient**

It is worth to mention that coefficient is considered one effective variable that influences the learners' motivation. In this context, English module was

taught as a secondary course and received a low coefficient which was just 1. This implies that the institution did not give much importance to English as being crucial in Civil Engineering field.

Coefficient played a vital role in affecting the students' level of motivation. In other words, the students lost their interest to learn English simply because of the low coefficient and therefore failing to acquire the basic skills. Furthermore, good mark in English did not have a great impact on the final average since the English module was given low coefficient while bad score would affect it because the basic modules received high coefficient.

Thus, the institution should take into account the matter of coefficient as a contributing factor in learning ESP to satisfy the students' expectations and improve their level of achievement.

### **1-2-3-6-Group Size**

One important factor that affects the English learning process is that of group size. Teachers often face many difficulties when dealing with large classes because it is hard for them to meet all their needs especially when there is no prior needs analysis and objectives. In other words, teachers in larger classes do not have more opportunities to monitor individual student closely. However, smaller classes offer maximized opportunities for more individualized instruction.

This is the situation in Civil Engineering Department, where the teacher is dealing with overcrowded classes; a class is around 40 -45 students per group, however, the sample of this study composed of only 25 students per group due to the absence of some students who were studying academically or did not further their studies.

The number of students per group is one of the factors that determine the teaching methods, techniques and activities used in the classroom by teachers. As noted by Wilkins (1974: 75) who claims: "*Decisions about methods to be adopted*

*cannot be taken without regard for the number of pupils in the class and the conditions in which they are learning”.*

### **1-2-3-7-Time Allocation**

Time allocation is considered as one of the important feature of the learning context. The amount of time devoted to any course determines the content and the organization of the lesson and defines the goals that can be achieved.

In civil engineering context, the time allocated to English courses was just (1h30 a week) during the three academic years. However, (1h30 per week) of teaching ESP was not sufficient and did not permit the teacher to use the time sufficiently to cover all the needed skills and knowledge.

It is obvious that the teacher-student contact will be limited and this in turn will affect the students’ motivation. Consequently, the teacher fails to meet the students’ needs and satisfy their expectation and therefore affect the students’ level of achievement and reduce the chances of success.

It is important to take into consideration the matter of time allocation because it plays a vital role in setting out the objectives of the course. *“The objectives have been set for him and he has only a fixed, and often inadequate, amount of time to reach the objectives”* (Wilkins, 1974: 82).

### **1-2-3-8-Timing:**

The question regarding the position of ESP courses in the timetable can affect the students’ motivation. If the sessions are allocated to unsuitable timetables slots, i.e. if the courses are scheduled at the end of the day, the students will be bored and lose their interest to attend English courses despite of their awareness of its paramount importance in their specialism.

The English course in Civil Engineering Department is placed at the end of the day and this is because English is considered an elementary and secondary course. Furthermore, the students are obliged to attend English classes even

though with low motivation because of its compulsory nature. This situation implies that timing variable has a great impact on the students' motivation.

Thus, it should be taken into consideration by the institution and schedule English classes in suitable times to minimize civil engineering students' loss of interest and improve the chances of success.

### **1-3-Research Methodology**

This section concerns the participants and the instruments used in the study, data collection and procedures.

#### **1-3-1-Participants**

The participants selected for this study were composed of fifty first- year students at Hassiba Benbouali University of Chlef in Civil Engineering Department who were studying English as a foreign language either for General purposes or specific purposes during the academic year of (2010/2011). The second sample was composed of two teachers holding a Licence degree in English who have taught English in Civil Engineering Department.

##### **1-3-1-1-Teachers' Profiles**

The English language teachers at Civil Engineering Department hold English "Licence" degree and did not receive any previous training concerning English language teaching "ELT" and English for specific purposes "ESP". These newly qualified university graduates were asked to teach ESP to Civil Engineering students. During their graduation, they studied set of basic modules, including written and oral expression, American, British and African Literature, American and British Civilization, Phonetics, Linguistics, Psycholinguistics and sociolinguistics, Grammar, Reading comprehension, Psycho pedagogy and Didactics.

It is worth noting that these teachers had no idea about the ESP module since it was not included in the English program of the classical system at English Department of Algerian universities. However, new changes have appeared during the academic year (2010-2011) through the application of the new LMD system in which the ESP module was introduced as a compulsory subject in the English curriculum at English Department of Chlef University.

Clearly, it can be deduced that these part time teachers are supposed to be English teachers at middle or secondary school but they were employed to teach ESP in order to fill the gap in the growing number of faculties.

### **1-3-1-2-Learners' Profiles**

The participants were first-year Civil Engineering students who aimed at getting a Licence degree in Civil Engineering through studying three years. The first year was called Common Trunk in which they were offered courses related to general English. However, during the second year, the students were given the opportunity to choose the specialty they preferred to be directed into. In this respect, Civil Engineering option was considered as the students' first year which in turn proved the idea that the sample of this study was first year Civil Engineering students. Additionally, in the final year, the students were asked to pass the final exam and pose a written dissertation to get the Licence degree.

Fifty first-year Civil Engineering students divided into two groups took part in this investigation in which both groups contained 25 students. All the students have scientific Baccalaureate since they were graduated from different scientific specialties in the secondary school and because Civil Engineering specialty was only allowed to be studied by scientific students.

The students were studying English as a foreign language, and they have some basic background of English since they were studying English for more than 7 years during the middle and secondary school. They were aware of the great

importance of English in their future carrier and aimed at developing their level of English and acquire the basic skills especially reading, writing and speaking in order to facilitate the tasks they want to be engaged with such as continuing further research or using the English language effectively in the work place without any difficulty.

### **1-3-2-Data Gathering Tools**

A great variety of research projects and dissertations involves the gathering of primary data from the respondents. This study involves the collection of quantitative data which is defined by Nunan (1992: 231) as the data “*which are recorded in numerical form* “. In other words, they are the form of information that can be “*counted and measured in some form or another* “. (Verma and Mallick, 1999: 26).

The only instrument used by the researcher in data collection was the questionnaire. It was preferred over other means because it is most easily administered and can be used to gather data from a large and unlimited number of participants. In fact, the nature of data determines the instrument and the method of collecting it. More clearly , since the present study aims at investigating the students ‘ motivation and attitudes towards learning English for specific purposes , the most suitable and appropriate tool for data collection seemed to be questionnaire. As noted by Ellis (2004: 124), “*the questionnaire remains the best method that requires learners to self-report on some aspect of their language learning* “. In addition, Seliger and Shohamy (1989: 172) as quoted in Ba-Udhan (2010) state that “*Questionnaires are used mostly to collect data on phenomena that are not easily observed such as attitudes, motivation, and self-concepts* “.

Another reason for choosing the questionnaire was the large number of students who participated in this investigation. Thus, another tool such as the interview could not be valid because of the high sensitivity of the subject matter.

Furthermore, to guarantee a positive successful participation which depends on the students' openness and sincerity in showing their real attitudes, the questionnaire was used to protect the anonymity of the participants which encouraged them to respond frankly and with honesty.

In an attempt to collect as much useful data as possible from the respondents, the researcher used both open and closed ended questions. In closed questions, the respondents were given some kind of questions and providing them with a number of options from which they would select. As noted by Nunan (1992: 143), "*the range of possible responses is determined by the researcher*". However, in open questions, the participant is free to "*decide what to say and how to say it*" (Nunan, 1992: 144). As Verma and Mallick (1999: 119) set it, this type of questions "*allow the respondent to answer in as much detail as he or she wishes without any prompting*".

The aim of closed questions was to provide the researcher with specific answers because they were easy to be analyzed and reduced to statistical data. While, the aim of open ended questions is to give the participants an opportunity to respond using their own knowledge such as giving criticism or suggestions and solutions.

### **1-3-3-The Construction of the Questionnaire**

The questionnaire in this study was designed in 2 versions; both English and Arabic. The English sample was addressed to English language teachers at the Department of Civil Engineering whereas the other sample with both English and Arabic versions was devoted to first year civil engineering students. Arabic version was designed in order to minimize problems of ambiguity and misinterpretations due to the students' low proficiency in English.

Questionnaires were adapted from the previous works done about motivation and attitudes towards learning English which were available in the literature review; however, some items were reformed to suit the study research



aims and purposes. The results of the informal interviews with students and consultations with English teachers in Civil Engineering Department were also used to provide guidelines when formulating the questioned items in the initial draft of the questionnaire.

The questionnaire was given to an English teacher who is well known for his mastery of English and his long experience in teaching English. He was asked to translate the questionnaire into Arabic. After he did the translation, an Arabic teacher was asked to check the translation.

Finally, the final draft of the questionnaire was revised by the supervisor before it was distributed. It is worth mentioning that the comments and suggestions from the supervisor contributed to the development of the final draft of the questionnaire.

### **1-3-3-1-Description of the Students' Questionnaire**

This questionnaire aims at investigating the students' motivation and attitudes towards English for specific purposes courses .It is divided into three part, personal background, reasons for learning English and English courses.

#### **I: Personal Background**

This section aims at collecting information about the students' years of studying English and their level in English.

#### **II: Reasons for Learning English**

This section is related to the students' reasons for learning English. It is composed of two parts: instrumental and integrative motivation.

The students were given 3 items for both instrumental and integrative motivation and they were asked to range them according to three points (very important, important and not important). The instrumental scale includes three items to explore the learners' instrumental motivation for learning English: getting

a better job, becoming broadly educated and discussing subjects or reading written texts related to their field. While the integrative scale contains three items to investigate the students' integrative motivation: making friends, being at ease with English speaking people and having an idea about the target culture.

### **III: English Classes**

This section is related to the students' attitudes towards the ESP classes. It is composed of eleven (11) questions in which they were asked if they were satisfied with the course content, teacher (personality, methodology, teaching materials ...etc) and course duration ...etc. The students were also asked to give solutions and suggestions to make the course very effective.

#### **1-3-3-2-Description of the Teachers' Questionnaire**

This questionnaire is seeking information about the teacher and the content of the ESP course, methodology and teaching materials. It is composed of two sections.

##### **I-Personal Information**

This part involves gathering data about the teachers' degree, status and previous training.

##### **II-English Courses**

This section aims at having an idea about the course content, methodology and teaching materials. The teachers were asked to provide some external variables that influence their students' interest to learn and attend English for specific purposes courses and suggest solutions to make the course more interesting.

### **1-3-4-Reliability**

Wallace (1998) as cited in Yerboub (2008) asserts that questionnaires are generally designed to be read by the respondents, with whom we do not often have a face-to-face contact as in interviews. Therefore, questionnaires should be carefully written, highly structured and mistake-free if at all possible.

When designing both students' and teachers' questionnaires, the researcher did his best to avoid ambiguity, imprecision and assumption through excluding set of types of questions such as double questions because they would confuse the students and disturb the researcher in interpretation since they asked more than one thing at a time.

Similarly, to eliminate the threat to the reliability and validity of the instrument, and because of the lack of English mastery by the respondents, the researcher translated the questionnaire into Arabic to make it easier and accessible to them in order to provide answers to the questions. To ensure the content validity, the questionnaire was revised in accordance with the advice and suggestions of the researcher's supervisor. The final draft was developed as a result of the supervisor's comments and suggestions.

Concerning the appearance and layout of the questionnaires, the researcher paid attention to give them more impression and to encourage the students complete them.

*” Potential respondents are more likely to take seriously a document that has been carefully and attractively produced than one that looks as if it has been casually thrown together. They are in no position to judge its inherent intellectual quality and they may well take the view that, if it was not worth the researcher's time and effort to produce it attractively, it is not worth their time to complete it.”*

(Verma and Mallick, 1999:120)

For this reason, the questionnaires were typed, printed and duplicated with more care.

To make the questionnaire more organized, the researcher began with the most common items that are easy to answer by the respondents, as Verma and Mallick (1991: 121) suggest. The researcher also wrote all the questions in bold type to separate them from the options.

After making sure about the validity of the questionnaire, both Arabic and English versions were given to the participants and they are asked to respond either in English or Arabic.

### **1-3-5-Data Collection Procedures and Analysis**

The researcher gave the questionnaires to the teachers in person. A total of two questionnaires were administered and both of them were returned. Similarly, the questionnaires to the students were distributed by the researcher herself during English session who first obtained the permission of the head chief of Civil Engineering Department and the teachers whose students had been chosen to participate and answer the questionnaire.

Before the survey began, the students were told about the anonymity of their participation to guarantee positive participation and since the success of this investigation depends on the students honesty and sincerity to respond frankly and showing their real attitudes towards the learning process of English for specific purposes.

Moreover, after giving both English and Arabic questionnaires to every students, the researcher explained the content and the aims of each section in the questionnaire to make sure the students knew how to answer it and they were asked to fill out the questionnaire during the same session. Furthermore, the participants were told that they were welcome to ask for any clarification that might need and any extra time in order to complete the questionnaire. After asking them to respond freely either in Arabic or English, among 50 questionnaires that

were distributed, 40 valid ones were returned, and the incompletes ones were discarded.

After collecting responses, the researcher interpreted the gathered data into percentages and categorized them in graphs using Microsoft Excel software, tables, and figures.

#### **1-4-Conclusion**

This chapter was an attempt to shed light on the current situation of ESP at civil engineering department. It contained three sections. The first section described the ESP teaching in Civil Engineering Department in which it was considered as a secondary course and taught as a pedagogical support despite its importance in civil engineering field. Additionally, the second section concerned the learning situation in which more details were given concerning: the teacher, the students, the syllabus, materials, the coefficient, group size, time allocation and timing. Finally, the third section presented the adapted methodology in data collection and the exploited research tools. It also justified the choice of the design and the research instruments used to accomplish the study and explained the procedures used to analyze the different collected data.

The next chapter will seek more information about motivation and attitudes in English for specific purposes. It was devoted to review previous studies on motivation and attitudes in ESP context.

# CHAPTER TWO

# **Chapter Two: Motivation and Attitudes towards Learning ESP**

<b>2-1-Introduction.....</b>	<b>22</b>
<b>2-2-English for Specific Purposes.....</b>	<b>22</b>
<b>2-2-1-Origins of ESP.....</b>	<b>22</b>
<b>2-2-1-1-The Demand of Brave New World.....</b>	<b>22</b>
<b>2-2-1-2- Revolution in Linguistics.....</b>	<b>23</b>
<b>2-2-1-3- Focus on the Learner.....</b>	<b>24</b>
<b>2-2-2- Definitions of ESP.....</b>	<b>24</b>
<b>2-2-2-1-Absolute Characteristics.....</b>	<b>25</b>
<b>2-2-2-2-Variable Characteristics.....</b>	<b>25</b>
<b>2-2-2-3-Absolute Characteristics.....</b>	<b>25</b>
<b>2-2-2-4-Variable Characteristics.....</b>	<b>26</b>
<b>2-2-3- The Difference between ESP and GE.....</b>	<b>26</b>
<b>2-2-4-Types of ESP.....</b>	<b>28</b>
<b>2-3-Motivation and Attitudes towards Learning English.....</b>	<b>30</b>
<b>2-3-1-Definition of Motivation.....</b>	<b>31</b>
<b>2-3-2-Sources of Motivation.....</b>	<b>32</b>
<b>2-3-3-Attitudes towards Learning English.....</b>	<b>33</b>
<b>2-3-4-Instrumental and Integrative Motivation.....</b>	<b>33</b>
<b>2-3-5-External Factors Influence Learners' Motivation.....</b>	<b>39</b>
<b>2-4-Conclusion.....</b>	<b>41</b>

## **Chapter Two: Motivation and Attitudes towards Learning ESP**

### **2-1-Introduction**

The purpose of this chapter is to review the literature related to the research issues. The background of ESP and the previous studies related to ESP are addressed in the first section, which includes the origins, the definitions, the characteristics and the types of ESP. The following section covers the importance of motivation and attitudes in English learning/teaching process, including definitions and previous studies done in both general and ESP context with more emphasis on the two types of motivation (instrumental and integrative). It also talks about the external factors affecting the motivation of civil engineering students and the effectiveness of ESP teaching/learning process.

### **2-2-English for Specific Purposes**

#### **2-2-1-Origins of ESP**

Hutchinson and Waters (1987) identified three reasons they believe are common to the emergence of ESP: the demands of a brave new world, a revolution in linguistics, and focus on the learner.

##### ***2-2-1-1-“The Demands of a Brave New World”***

Hutchinson and Waters (1987) note that two main historical periods played an important role that led to the emergence of ESP. First, “*the end of the second world war in 1945 brought with it an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale.*” The role of international language fell to English for various reasons, most notably the economic power of the United States in the post war world. For this reason,



people all over the world became interested to learn English as it helped them reaching their aims without any difficulty. This gave birth to the teaching of English for specific purposes.

*“...but 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 – businessmen 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”*

(Hutchinson and Waters, 1987: 6).

Second, the Oil Crisis of the early 1970's which resulted in western money flowing into the oil- rich countries i.e. Gulf / Arab countries. Arabs wanted to learn English to communicate with the western experts. Because of the need in the market, Arabs started learning English in a short period of time to facilitate the business they are engaged in without any difficulty. As Hutchinson and Waters (1987: 7) assert: *“Time and money constraints created a need for cost effective course with clearly defined goals”*. The effect was to create a whole new mass of people wanting to learn English, not for the pressure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce.

### **2-2-1-2- “Revolution in Linguistics”**

This is the second key reason that led to the creation of ESP in the 1960's. Traditionally, linguistics set out to describe the language features whereas revolutionary linguists began to focus on the ways in which language is used in

and for real communication. As Widdowson (1978) cited in Hutchinson and Waters (1987: 7) claims: “*studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication*”.

Hutchinson and Waters (1987) point out that this linguistic study brought significant discovery that spoken and written English vary. In other words, a particular context in which English is used, the variant of English will change. This means that “*if language in different situations varies, it should be possible to determine the features of specific situations and then make these features the basis of the learners’ course*”. “*Tell me what you need English for and I will tell you the English that you need*”, became the primary principle of ESP (Hutchinson and Waters, 1987: 8).

### **2-2-1-3- “Focus on the Learner”**

New developments in the field give more importance to the learners. In other words, taking into account the various needs, interests and attitudes of the learner in the teaching/learning process will have an important influence in motivating the learners (Rodgers, 1969 cited in Hutchinson and Waters, 1987). To this end, as indicated by Hutchinson and Waters (1987: 8), “*The clear relevance of the English course to their needs would improve the learners’ motivation and thereby make learning better and faster*”.

### **2-2-2- Definitions of ESP**

ESP “*almost by definition, is language in context*” (Robinson, 1991: 75). Munby (1978: 2) provides a definition of ESP where he emphasizes the importance of the learners' communication needs saying: “*ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner*”. As to Strevens (1988) as cited in Dudley-Evans and St. John (1998), he states that English for specific

purposes is a particular case of the general category of special purposes language teaching. He defines ESP in terms of its absolute and variable characteristics.

#### **2-2-2-1-“Absolute Characteristics”**

*“ESP consists of English language teaching which is:*

- *designed to meet specified needs of the learners;*
- *related in context (i.e. in its themes and topics) to particular disciplines, occupations and activities;*
- *centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc, and analysis of this discourse;*
- *in contrast with general English.*

#### **2-2-2-2-“Variable Characteristics”**

*ESP may be but not necessarily:*

- *restricted as to the language skills to be learned (e.g. reading only);*
- *not taught according to any pre-ordained methodology.” (Stevens, 1988: 1-2 in Gatehouse, 2001)*

However, Dudley Evans and St. John (1998) offer a modified definition of ESP as follows:

#### **2-2-2-3-“Absolute Characteristics”**

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

#### **2-2-2-4-“Variable Characteristics”**

- *“ESP may be related to or designed for specific disciplines;*
- *ESP may use, in specific teaching situations, a different methodology from that of general English;*
- *ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could; however, be for learners at secondary school level;*
- *ESP is generally designed for intermediate or advanced students;*
- *Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.”* (Dudley Evans and St. John, 1998: 4-5).

A comparison of this latter definition with that of Strevens’ indicates that Dudley Evans and St. John have removed the absolute characteristic that *“ESP is contrast with General English”*. They have revised and increased the number of variable characteristics and assert that ESP was not necessarily linked to a specific discipline. Furthermore, ESP is likely to be used with adult learners, although it could be used with young adults in a secondary school setting.

The division of ESP into absolute and variable characteristics helps in resolving arguments about what is and is not ESP. From the definition, one can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an *“approach to teaching”*, or what Dudley Evans describes as an *“attitude of mind “*. This is a similar conclusion to that made by Hutchinson et al (1987: 19) who state: *“ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning”*.

#### **2-2-3- The Difference between ESP and GE**

In pointing out the difference between ESP and GE, Hutchinson and Waters (1987) believe that there is a great deal of difference in practice but not in theory.

As to the distinction between these two terms, they state that “*what distinguishes ESP from general English is not the existence of a need as such but rather an awareness of the need*” (53). It implies that in an ESP situation, the awareness of learner needs is of great importance.

ESP differs from general English in that it is based on a close analysis of the learners’ communicative needs for a specific occupation or academic activity, as well as a detailed analysis of the language of that occupation or activity. (Stevens, 1980). Mackay and Mountford (1978: 28) claim that in an ESP course, English is taught “*not as an end in itself but as an essential means to a clearly definable goal*” and it is taught “*for a clearly utilitarian purpose of which there is not doubt*” (Macky, quoted in Robinson, 1980: 6). The learners and their specific purposes for learning English are the major differences between ESP and GE. ESP learners are highly motivated because their specific needs are catered for. GE helps students to cope with any course. It gives them the ability to generate more language. In an ESP context, however, learners are trained to perform some particular professional skills. Another important difference is that, GE syllabuses are not based on needs analysis whereas the design of syllabuses for ESP is directed towards serving the needs of learners seeking for or developing themselves in a particular occupation or specializing in a specific academic field. The following table illustrates the most important distinctive features between ESP and GE as indicated by Widdowson (1983):

<b>ESP</b>	<b>GE</b>
1- Part of specialization	1- Part of general English
2- Aims at restricted competence	2- Aims at general capacity
3- Text/ materials/ restricted to subject specialization	3- Materials based on general text

4- Small homogeneous group	4- Large heterogeneous group
5- Specifications of aims and goals: What the learner has to do with language once he has learned it	5- Specification of objectives: what the learner has to do in order to learn

**Table 1-1 Features of ESP and GE**

### **2-2-4-Types of ESP**

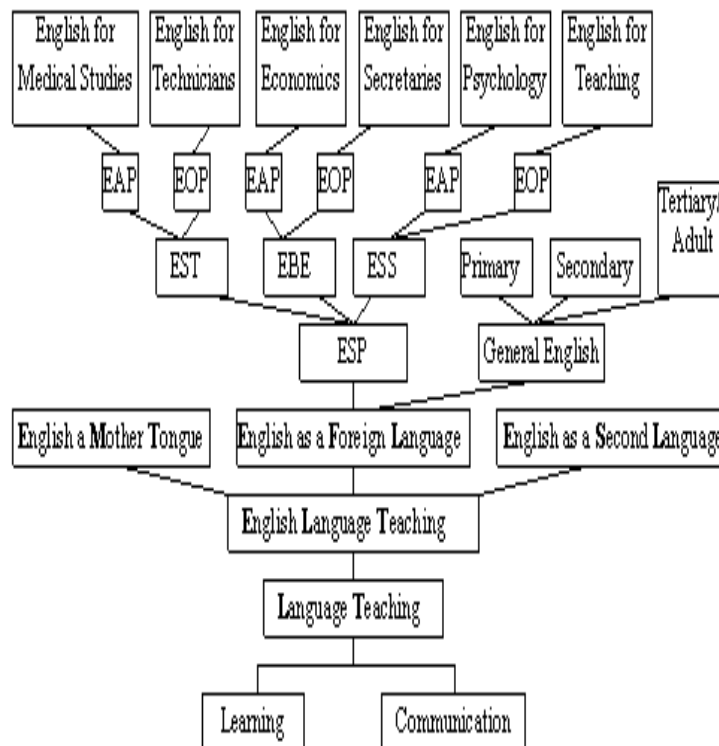
Carter (1983) cited in Salmani-Nodoushan (2002) identifies three types of ESP: “*English as a restricted language*”, “*English for academic and occupational purposes*” and “*English with specific topics*”. The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) as cited in Casey and Upton (2008) who clearly illustrate the difference between restricted language and language with this statement:

*“... The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment “.*

(Mackay and Mountford, 1978: 4-5)

The second type of ESP is “*English for Academic and Occupational Purposes*”. The subdivisions of ESP are clearly illustrated in the “Tree of ELT” (refer to figure 2-1 below) (Hutchinson and Waters, 1987), ESP is divided into three branches: “*English for Science and Technology (EST)*”, “*English for Business and Economics (EBE)*”, and “*English for Social Studies (ESS)*”. Each of these subject areas is further broken down into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is “English for Technicians” whereas an example of EAP for the EST branch is “English for Medical Studies”. Hutchinson and Waters (1987: 16) do note that there is not a clear-cut distinction between EAP and EOP: According to them: “*people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job*”. Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. Though the end purpose is the same, the means taken to achieve the objective is very different indeed.

The third and last type of ESP identified by Carter (1983) is English with specific topics. Carter explains that it is only here where emphasis shifts from purpose to topic. This type of ESP deals exclusively with anticipated future English needs of, for example, scientists having needs of mastering English for postgraduate reading studies, attending conferences or working in foreign institutions. However, it could not be considered as a detached type of ESP. Rather, it is a basic part of ESP courses or programs which focuses on situational language.



**Figure 2-1 Simplified Tree of ELT**

(Hutchinson, T., & Waters, A. (1987). English for Specific Purposes. Cambridge: Cambridge University Press)

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

EST: English for Science and Technology

EBE: English for Business and Economics

ESS: English for Social Studies

### **2-3-Motivation and Attitudes towards Learning English**

It is well known that motivation plays an important role in the foreign language learning process. Much attention was given to this area because of its vital role in determining the success of second language acquisition. Without it,



teachers will certainly fail in pushing their students to learn the target language and being interested in it and therefore; failing to make the necessary efforts.

### **2-3-1-Definition of Motivation**

There is no specific definition of motivation because of the different schools of thoughts. Ames and Ames (1989) define motivation as the impetus to create and sustain intention and goals seeking acts. In addition, Oxford and Shearin (1994) refer to motivation as a desire to achieve a goal combined with the energy to work toward that goal. Moreover, Keller (1983) as cited in Salem (2006) states that motivation is the degree of the choices people make and the degree of effort they will exert. Gardner (1985) as cited in Dörnyei and Otto (1998) asserts that motivation involves the four aspects: a goal and effort with the combination of a favorable attitude toward the activity and the desire to attain the goal.

Motivational studies are often related to the distinction between the two types of it: instrumental and integrative one. Integratively motivated learners are those who learn foreign language to know more about its culture and the desire to integrate themselves within the target language society. Whereas, learners with instrumental motivation learn foreign language for the purpose of achieving other goals such as getting better job, reaching higher degree or continuing one's education.

Many studies are conducted to investigate which type of motivation is the most important for the success of second language learning and this will be discussed with further information. Generally speaking, motivation is considered as the most important variable for learning a foreign language. In the sense that second language learners come to classroom with a whole range of motivation either with integrative or instrumental one, researchers agree that there is no clear distinction between the two types but both are essential elements in the foreign language learning process.

### **2-3-2-Sources of Motivation**

There are many factors that affect and influence the motivation that drives students to the English learning process such as the attitudes of a number of people who forms part of the world around the learner's feelings when engaging in the process of learning.

The society is considered as an important environment students are living. There is no doubt that outside any foreign language learning context, there are attitudes to the language being learnt, particularly English. Many considerations should be taken into account such as the importance of the English language in the society, its high or low status in the syllabus and the learner's English positive or negative cultural images. All these points of view towards the foreign language learning will contribute in affecting the students' attitudes towards the language being learnt which in turn will have a great impact on the students' level of motivation which is brought to class. In the process of English learning, students unconsciously have some social attitudes whether it is negative or positive according to its social place.

The students' learning process can also be affected by other people who are around and close to them. Therefore, parents' attitudes play a vital role in affecting the English learning process. Thus, parents' encouragements and favorable attitude towards the language being learnt are needed to fulfilling the students' success. The students' peers' attitudes can play an important role in affecting the learner's motivation, especially when showing negative attitude.

The teacher is also considered an important factor in affecting the student's motivation. His attitude towards the language learning or the classroom tasks will be essential to ensure a favorable classroom atmosphere. Dornyei (2001: 125) points out that the teacher relationship is considered as *"the most significant variable affecting pupil's attitudes towards second language learning"*. It is worth pointing out that both teachers and students should have certain confidence in the way courses are presented in the learning context because the learners' motivation

will be affected by the loss of confidence unless if they are comfortable with the method and strategies used and have positive attitude towards the foreign language being learnt.

### **2-3-3-Attitudes towards Learning English**

Learners' attitudes towards second language learning are very important for the learning process. Gardner (1985) as cited in Masgoret and Gardner (2003) indicates that successful second language learners are those who have positive attitudes towards the target language and its culture than who have negative one. In other words, they should have good attitudes towards the language being learnt and their culture to achieve the peak of effective language learning.

Gardner and Lambert (1972) as cited in Norris (2001) conduct important studies in this area. The results have shown that there is a favorable association between the learning outcomes and attitudes towards the target society. It means that learners with positive attitudes towards the language being learnt and the culture of the target community are likely to do well in the classroom context and may incorporate various features of behavior which characterize another linguistic community into their own behavior. It is worth pointing out that the learners' pre-knowledge about the target culture will affect their attitudes negatively or positively.

### **2-3-4-Instrumental and Integrative Motivations**

Motivation is a very complex phenomena and very hard to define. Despite the fact that there is no agreement about its definition because of the different schools of thoughts and views, it is still considered as the most important factor in enhancing foreign language learning.

Many researches stress the importance of motivation as a key factor for success. Lifrieri (2005) points out that among the most important factors which influence individual levels of success in many tasks is motivation. Additionally,

Brown (1980: 160) asserts: *“it is easy in second language learning to claim that a learner will be successful with the proper motivation”*. Moreover, Gardner (2006: 241) as cited in Bhatia and Ritchie (2009) states that *“students with higher levels of motivation will do better than students with lower levels”*. Furthermore, Crookes and Schmidt (1991) define motivation for learning a second language as the learner’s orientation with regard to the goal of learning a second language.

The various studies conducted on the area of motivation of second language learners are often related to a distinction between two types of motivation particularly, instrumental and integrative motivation.

Integrative motivation is defined as *“learning a language because the learner wishes to identify himself with or becomes integrated into the society of the target language”* (Gardner, 1983: 203). In other words, it refers to the learner’s favorable attitude towards the target language and his wish to be integrated into the target language society for the purpose of making contact with it and knowing more about its culture and values. (Wilkins, 1972 as cited in Al-Tamimi and Shuib, 2009). Furthermore, Masgoret and Gardner (2003: 174) claim that *“ the integratively motivated student is one who is motivated to learn the second language, has openness to identification with the other language community ,and has favorable attitude toward the language situation”*.

On the other hand, instrumental motivation refers to the learner’s wants and goals to get social or economic reward through second language achievement or learning the language for more *“ utilitarian value of linguistic achievement ”* (Gardner and Lambert, 1959: 267), such as passing an exam or advancing a career. Gardner (2001: 10) asserts that persons who acquire languages through instrumental motivation are seeking *“ ...a goal that doesn’t seem to involve any identification or feeling of closeness with the other language group, but instead focus on a more practical purpose that learning the language would serve for the individual ”*.

Gardner (1985) establishes the socio-educational model of motivation. He asserts that one key factor that has a great influence on the language learning motivation is the learner's attitudes towards the target language and the culture of the target language group. He also stresses the important role of integrativeness and attitudes towards the learning situation in affecting the learner's level of motivation. In addition, he asserts that learning a foreign language involves acquiring skills, behaviors and linguistic codes of another target community.

Tremblay and Gardner (1995) cited in Kissau (2005), add other motivation variables in order to widen the socio-educational model of motivation by stressing other factors which influence motivation such as: instrumental orientation, attitudes towards the teacher and the course, the learning context and strategies.

There is no doubt that both of the two orientations of motivation play a vital role for succeeding in learning a foreign language but researchers and educators give much attention to the most challenging question about which type of motivation is more essential for the second language learning process.

Many scholars view that integrative motivation is more important in learning a foreign language (Lambert, 1974 cited in Qoshoa, 2005). According to Falk (1978) as cited in Jeffrey and Warrington (2005), the most successful learners when learning a second language are those who like the target group that speak the language, want to know more about their culture and values and wish to identify themselves with the target society. In contrast, Dornyei (1990) points out that the most important elements for learning a foreign language are instrumental motivation and the learner's needs for achievement.

Many studies are conducted to explore learner's motivation for learning second language mainly measuring their instrumental and integrative motivation. In respect to integrative motivation, a study was made by Oller et al (1997) cited in Alhuqbani (2005) on educated Chinese speaking ESL students. The results have shown that learners, who have positive attitudes towards the target group, want to speak their language and knowing more of their culture and values and wish to

integrate into their community because they are considered as being helpful and friends are more successfully. Furthermore, another study was made by Man-fat (2004) on learners in Hong Kong. He found that success in second language learning is correlated with integrative motivation.

In the area of instrumental motivation, researchers report that the most successful learners are those who are instrumentally motivated. Pennington and Yue (1993) cited in Lai (2005) report that one key element of success in studying second language of Chinese students in Hong Kong is instrumental motivation. Depending on the data of study conducted by Lukmani (1972) cited in Norris (2001), he finds that the non-westernized female learners of second language in Bombay are more instrumentally motivated than integratively one. In addition, Dornyei's results of study on Hungarian learners of English (1996) have shown that learners are instrumentally motivated aiming at gaining some social or economic rewards. He asserts that in the foreign language learning classroom, there is no need to have positive or negative attitude towards the target group because it does not affect learner's motivation since there is no contact with its members. Furthermore, Hamp-Lyons (1983) conducted a study on Chinese intensive ESL program. He reveals that the majority of students are motivated instrumentally rather than integratively. Boyle (2000: 12) asserts: "*China's motivation for learning English is very definitively pragmatic and job-oriented*". Pang, Zhou and Fu (2002: 20) supported Boyle's view by claiming that "*for most Chinese people, English is learned for patriotic and utilitarian reasons.*"

Concerning motivation for learning second language in the Arab world, it is widely known that Arab learners are instrumentally motivated for the purpose of getting good job or advancing a career, in the belief that, integrative motivation may affect their Arab culture and the fear of losing their identity, as a result of the negative attitudes towards the target community or the colonist group.

In an attempt to explore university students' motivation for learning second language in Kuwait, Al-Shalabi study (1982) cited in Alhuqbani (2009) reports the

significant correlation between instrumental motivation and language proficiency. Learners learn English for the purpose of being more knowledgeable and to get better job. Moreover, the results of a study made by Al-Mutawa (1994) on Kuwait secondary students have shown that the majority of learners considered studying English the most important element for practical reason such as employment opportunities rather than to know about the target community culture and values. Alam (1988) study in Saudi Arabian Public School revealed that the majority of respondents are instrumentally motivated. Musa (1985) studied UAE Secondary School Students' attitudes towards learning English and he found that the majority of participants considered studying English the most essential key factor for advancing one's career and reaching higher degree. Motivational studies for learning English conducted on UAE first year female students in Zayed University have revealed that instrumental motivation is a central component of motivation, showing low degree of integrativeness regardless of their favorable attitudes towards the target group. Zyghoul and Taminian (1984) investigate Arab student's attitudes towards learning English. They report that the majority of participants have higher degree of instrumental motivation rather than integrative one. The Arab Bureau of education for the Gulf States (1999) investigate a study on Omani EFL teaching. The results revealed that Omani students learn English in order to use it when working both in the private and public schools. In addition, Vogt and Oliver (1999) studied Medicine learners in Kuwait University. The data reveal that the majority of students have favorable attitude towards learning English and like English language instruction.

Many educators report that there is no clear distinction between instrumental and integrative but both of them are needed for success fulfillment. Brown (2000) asserts that when learning a second language, learners combine the two kinds of motivation and rarely choose one type rather than other, giving the example of international students living in the United States. A study made by Dhaif-Allah (2005) to investigate Saudi students' motivation for learning English.

The results supported Brown's claim, in the sense that Saudi students are considered to be both instrumentally motivated. Generally, researchers find that the integrative instrumental distinction is a difficult and complex matter because of the whole range of motives for learning a foreign language. But they agree that the two orientations are key factors to success in the learning process.

Concerning the context of English for specific purposes, it is found in the previous researches that most ESP learners learn English for utilitarian purposes. Many ESP studies that investigated the language needs of learners in different ESP situations: science (Al-Jurf, 1994), banking and tourism (Al Khatib, 2007) and police (Abo Mosallem, 1984; Alhuqbani, 2005) revealed that the students were instrumentally motivated. They were interested to learn English for various practical aims and goals mainly to meet their job requirements and advancing one's career. It is worth mentioning that learners favor learning English in the science colleges because the English language is the medium of instruction for which there is an immediate need. Al-Huneidi and Basturkmen (1996) explored the attitudes of students from the engineering college at Kuwait University. He found that the majority have favorable attitude towards learning English and study English for utilitarian and practical reasons. In addition, Vogt and Oliver (1999) studied Medicine learners in Kuwait University. The data revealed that the majority of students have favorable attitude towards learning English and like English language instruction. Al-Tamimi & Shuib (2009) analyzed the engineering students' motivation and attitudes towards learning the English language. The study examined students' motivation in terms of three motivational orientations: instrumental motivation, integrative motivation and personal motivation based on Gardner's (1985) and Cooper and Fishman's (1977) works as cited in Uzum (2007). The participants were 81 petroleum engineering students at Hadhramout University of Science and Technology. The data gathering tools involved the use of questionnaires and interviews to investigate the students' responses. The findings revealed that the students were instrumentally motivated. They learned



English mainly to help them in future professional life. In addition, the students have positive attitudes towards the educational value of English and show positive orientation towards the English language.

### **2-3-5-External Factors Influence Learners' Motivation**

Inside any classroom, there exist many factors which affect learners' motivation and reducing the chance of success. According to Dornyei (2001), external factors affecting students' motivation can be classified into environment factors, teachers factors, and learning conditions.

Learning environment refers to physical conditions and classroom atmosphere. The former involves a pleasant and supportive atmosphere in the classroom.

*“if we can make our classrooms places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn”*

(Lightbown and Spada, 1999: 57)

The latter is related to the classroom size, tables, chairs, desk and boards. One can deduce that such conditions had great impact on students' learning as well as their attitudes towards the subject matter.

There exist few studies concerning the factors that affect students' motivation in learning English as a second language. Zughoul (1987), and Mukkatash (1983) point out that low English language proficiency is linked to several variables including: teaching methodologies or strategies, learners' demotivation and the lack of the target language situation. Dornyei and Otto (1998) consider both motivation and demotivation as not being stable phenomenon but as being changeable, showing their higher degree and decreasing, affecting

language proficiency and being affected by several learning context. Dornyei (2001) defines the demotivated learners as being originally motivated but within the influence of several unfavorable external variables, he lost his motivation.

Sivan's (1986) and Skehan's (1991) studies have shown that there is a clear correlation between the learning context and demotivation mainly; classroom situations, teaching methods or strategies and syllabus content. In a study made by Gorham and Christophel (1992) to investigate the factors that affect the students' motivation in college classes in west Virginia, the results revealed that the most variable factor was associated with teacher's behavior, while factors such as assessment and choice of text book and methodologies are second in frequency (43%) and only 21% related to contextual factors. Generally speaking, the teacher's behaviors play an important role in affecting both students' motivation and demotivation.

In an attempt to investigate demotivation in language learning in four schools in the UK, Chambers (1993) cited in Dornyei (2001) conducted a study on the school learners and their teachers. He found that the majority of students mentioned that the most demotivating factors are referred to the teacher and the learning tools. Another study conducted by Keblawi (2005) to investigate factors that have negative effect on learning English in Palestine high schools. He found that the majority of students referred to aspect of English (grammar and vocabulary) and the teacher as being the main factors. Dornyei (2001) mentions nine demotivating factors depending on the data of conducted study on secondary students in Budapest who were categorized as demotivated. The followings are among the external variables: the teacher (his personality, choice of method...), inadequate school facilities, and compulsory nature of second language study.

To sum up, many researches are conducted in the area of motivation and demotivation. The results have shown that there exist many variables that contribute in affecting learners' motivation and reducing the chance of success in second language learning process mainly, the teacher's personality, his choice of

method or strategies and the learning situation. It is worth mentioning that, it is important for the teacher to know more about the factors that may have a great impact on their student's motivation.

Taking into account these factors will be useful for teachers to adapt and develop new methodologies and strategies to put an end to the obstacles that influence students' motivation.

## **2-4-Conclusion**

Chapter two presented some theoretical background knowledge related to the topic of the study. It discussed some concepts and ideas concerning the issue of motivation in general and motivation in ESP context in particular. Besides, some different aspects relating to the ESP learning were also discussed, especially some aspects related to the external factors affecting both civil engineering students' motivation and the ESP teaching/learning process.

The following chapter will display the detailed analysis of both civil engineering students' and English language teachers' questionnaires and the interpretations of the major findings of this study.

# CHAPTER THREE

## **Chapter Three: Data Analysis and Interpretation**

<b>3-1- Introduction.....</b>	<b>42</b>
<b>3-2- Analysis of Students' and Teachers' Questionnaire.....</b>	<b>42</b>
<b>3-2-1- Analysis of Students' Questionnaire.....</b>	<b>42</b>
<b>I- Personal Background.....</b>	<b>42</b>
<b>II- Reasons for studying English.....</b>	<b>43</b>
<b>III- English classes.....</b>	<b>46</b>
<b>3-2-2- Analysis of Teachers' Questionnaire.....</b>	<b>58</b>
<b>I- Personal Information.....</b>	<b>58</b>
<b>II- English courses.....</b>	<b>60</b>
<b>3-3- Interpretations of the Results.....</b>	<b>66</b>
<b>3-4- Conclusion.....</b>	<b>67</b>

## Chapter Three: Data Analysis and Interpretation

### 3-1- Introduction

This chapter is devoted to present the data analysis and the interpretations of the results. The first part will offer a comprehensive analysis of both civil engineering students' and English language teachers' questionnaires. The gathered and interpreted data will be presented in terms of tables, figures and graphs. The second part of this chapter will present the interpretations of some major findings and conclusions of this study.

### 3-2- Analysis of Students' and Teachers' Questionnaire

This section covers the analysis of data achieved from both English language teachers' and civil engineering students' questionnaires.

#### 3-2-1- Students' Questionnaire

The students' questionnaire composed of three parts; personal background, reasons for learning English and English classes.

#### I-Personal Background

**Question 1:** How long have you been studying English?

7      8      9      more than 10.

This question concerned the learners' years of studying English before entering to the university.

Years	07	08	09	More than 10
Percentage	50%	40%	5%	5%

**Table 3-1 Years of Studying English**

The results in table 3-1 showed that among the respondents, (50%) have studied English for 7 years, (40%) of them for 8 years and only (5%) of them for 9 years while 5 of them have studied English for more than 10 years. It appeared that the students who have studied English for 9 years and more, have studied English since the 4<sup>th</sup> year of primary school or they failed in the previous school years.

**Question 2:** What is your level of English?

Very good

Good

Average

Low

This question aimed at having an idea about the students' level of English.

<b>Options</b>	<b>Very good</b>	<b>Good</b>	<b>Average</b>	<b>Low</b>
<b>Percentage</b>	<b>5%</b>	<b>15%</b>	<b>30%</b>	<b>50%</b>

**Table 3-2 Level of English**

Table 3-2 indicated that half of the students (50%) had low level in English, (30%) of them mentioned that they had average level. On the other hand, (15%) of students said that they are good in English while (5%) mentioned that their level in English is very good. This implies that the majority of students had poor English background which presented various difficulties for teachers to design specific courses since “*most ESP courses assume some basic knowledge of the language system*”. (Dudley-Evans and St. John, 1998: 4-5).

## **II-Reasons for studying English**

**Question 3:** Why do you study English?

- **Instrumental Motivation**

This question aimed at collecting information about the students' reasons for studying English. It sought also information about the students' level of instrumental motivation.

<b>Items</b>	<b>Very important</b>	<b>important</b>	<b>Not important</b>
<b>1-studying English can be important for me because it enables me to get better job.</b>	<b>75%</b>	<b>25%</b>	<b>0%</b>
<b>2-Studying English can be important for me because I will need it for advancing my future career.</b>	<b>57,5%</b>	<b>37,5%</b>	<b>5%</b>
<b>3-Studying English can be important for me because it will make me a more knowledgeable person.</b>	<b>12,5%</b>	<b>62,5%</b>	<b>25%</b>

**Table 3-3 Instrumental Motivation**

As mentioned in table 3-3, the results showed that the students highly accepted the three items of instrumental motivations (getting a good job, advancing one's career and becoming more knowledgeable). It is worth noting that the majority of students learnt English for getting better jobs. The data revealed that (75%) of respondents considered the learning English as being very important which indicated extremely high instrumental motivation. And (25%) of them mentioned it as being important and no negative rate is mentioned related to this item. In addition, (57,5%) of them revealed the great importance of English to further one's career and (37,5%) of them considered it as being important and only



(5%) of them answered negatively. Moreover, (12,5%) of respondents indicated the great importance of learning English to be a more knowledgeable person, (62,5%) of them considered it as being important and (25%) mentioned it as being not important.

Generally speaking, looking at the percentages of the three items of instrumental motivation indicated that the majority of ESP students had high degree of instrumental motivation. They learnt English for practical reason mainly for employment opportunities, continuing one's education and being knowledgeable persons.

- **Integrative Motivation**

The second part of the students' reason for studying English referred to the students' integrative motivation.

<b>Items</b>	<b>Very important</b>	<b>important</b>	<b>Not important</b>
<b>1-studying English can be important for me because it allows me to make contact with people.</b>	<b>35%</b>	<b>55%</b>	<b>10%</b>
<b>2-Studying English can be important for me as it will enable me to be more at ease with other people who speak English.</b>	<b>30%</b>	<b>45%</b>	<b>25%</b>
<b>3-Studying English can be important for me because it enables me to participate more freely in the activities of others cultural groups.</b>	<b>10%</b>	<b>12,5%</b>	<b>77,5%</b>

**Table 3-4 Integrative Motivation**

The gathered data indicated that (35%) of the students considered learning English as being important for the purpose of making contact with other people, (55%) of them mentioned it as being more important while (10%) showed their negative desire to be integrated within the target group. Despite of the high degree which was given to the first and second items, learners still had higher degree of instrumental orientation and this will be discussed with further information later. In addition, (30%) of respondents considered studying English as being important to allow them being at ease when communicating with target members while (45%) mentioned it as being very important and (25%) of them gave no importance to this item. ESP students showed little degree to integrative motivation even though the first two items were given higher frequencies. Concerning the third item of integrativeness, only (10%) of students mentioned that learning English is important to participate in other cultural groups, (12,5%) of them considered it very important while the majority of respondents about (77%) gave no consideration to this item. One can conclude that the questionnaire results have shown that engineering students at Chlef University tend to be more instrumentally motivated rather than integratively one.

### III-English Classes

**Question 4:** Do you think that English is important for your field?

Yes

No

This question concerned the students' opinion about the importance of English in their field. It is aimed at finding out whether or not the students were really aware of the important role of English language in their specialism.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>87,5%</b>	<b>12,5%</b>

**Table 3-5 Importance of English**

The results indicated that an overwhelming students (87,5%) answered that learning English was important in their field and only (12,5%) considered English subject as being not important. This is due to the fact that the availability of English scientific documentation and the wide range of technical terms of civil engineering science oblige the students to learn English as noted by Joesba and Ardeo (2005), who point out that as English has become the de facto international language of science and technology, engineering students need to learn English since their reading lists include books, papers and journals written in English. In addition, Pritchard and Nasr (2004: 426) point out that *“English is of particular importance for engineering and science students because it is the principal international language of science and is looked upon as an effective means of enabling those students to become familiar with professional texts written in English”*.

**Question 5:** Do you attend English classes?

Yes

No

This question referred to the students’ attendance of English courses.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>95%</b>	<b>5%</b>

**Table 3-6 Class Attendance**

The table above showed that a large majority of the students (95%) answered yes but only (5%) answered no.

**Question 6:** Attendance of these English classes is:

Compulsory

Optional

This question aimed at knowing if the attendance of English classes was compulsory or optional.

<b>Options</b>	<b>compulsory</b>	<b>optional</b>
<b>Percentage</b>	<b>100%</b>	<b>0%</b>

**Table 3-7 English Classes**

All the students (100%) answered that the attendance of English courses was compulsory. It is worth noting that the compulsory nature of English classes obliged the students to attend them which gave clear insights about the results of the previous question.

**Question 7:** How useful was the course for your purpose?

Very useful

Somewhat useful

Not useful

This question was related to the students' perception about the usefulness of the English course to their purposes.

<b>Options</b>	<b>Very useful</b>	<b>Somewhat useful</b>	<b>Not useful</b>
<b>Percentage</b>	<b>12,5%</b>	<b>37,5%</b>	<b>50%</b>

**Table 3-8 Course Usefulness**

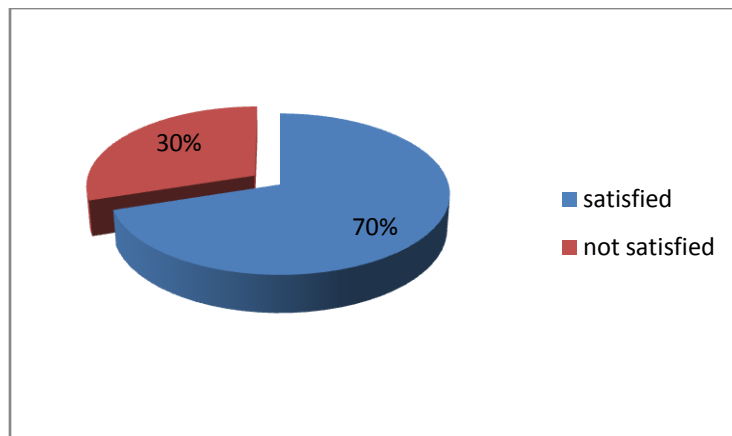
Table 3-8 included the students' responses to question (7), it showed that only (12,5%) of the students considered the course as being very useful, (37,5%) of them mentioned it as being somewhat useful whereas half of the students (50%) revealed that the course was not useful for their purposes. This indicated that the offered ESP courses did not meet and cover all the students' needs since the content was not relevant to the students' field. Thus identifying learner's needs and goals for learning a second language will be useful for designing an ESP

course because many researchers asserted that investigating learner's academic needs is the starting point of any ESP course. (Hutchinson and Waters, 1987).

**Question 8:** How satisfied were you with the following:

- **Teachers' Personality**

This question aimed at having an idea about the students' perceptions towards the teachers' personality.

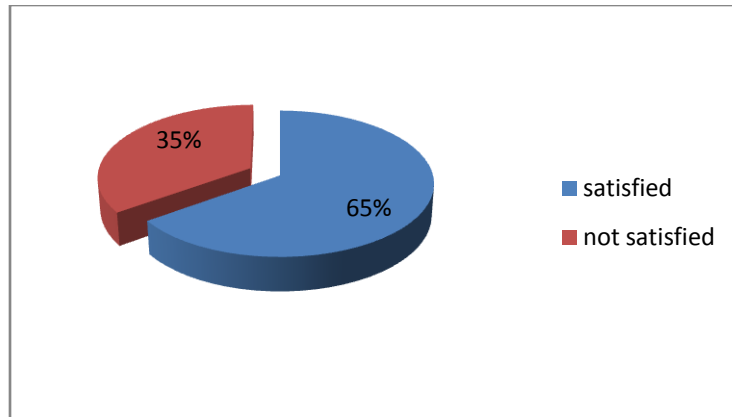


**Figure 3-1 Students' Attitudes towards the Teachers' Personality**

The results indicated that (70%) of respondents were satisfied with teachers' personality but only (30%) showed negative attitudes towards this item. This implies that the teacher provided supportive atmosphere to make the students more comfortable in the ESP teaching/learning process.

- **Teachers' Sense of Humour**

No one can ignore the effective role of humor in motivating students as noted by Medgyes (2002: 7) who asserts "*In my opinion, humour is one of the best vehicles for language teaching and its motivational value cannot be overestimated*". For this reason this question was asked to know the students' views about their teachers' sense of humour.

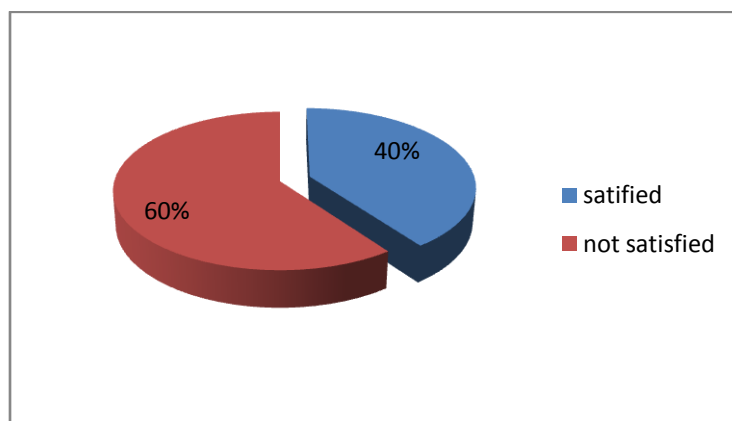


**Figure 3-2 Students' Attitudes towards the Teachers' Sense of Humour**

The findings revealed that (65%) of respondents showed positive attitudes towards the teachers' sense of humour; however (35 %) of them were not satisfied with this item. Clearly, the teacher used humour to provide a pleasant and supportive environment to encourage the students, as Chiasson (2002: 54) asserts that the use of humour helps create a *“positive atmosphere”*.

- **Teachers' Subject Knowledge**

This question aimed at gathering information about the students' beliefs towards the teachers' subject knowledge.

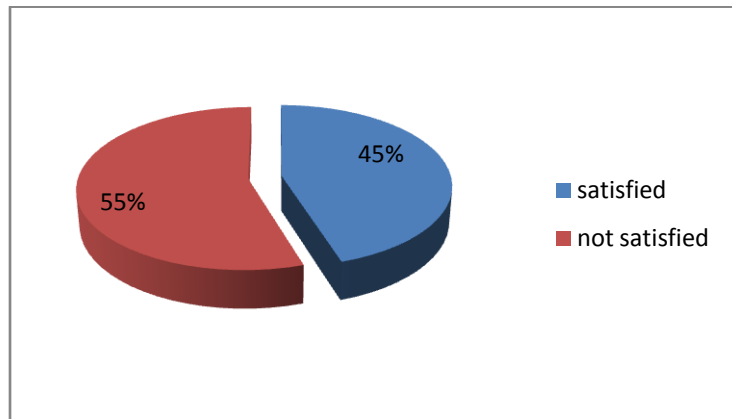


**Figure 3-3 Students' Attitudes towards the Teachers' Subject Knowledge**

The results indicated that (60%) of civil engineering students were not satisfied with the teachers' subject knowledge. On the other hand, (40%) of them answered positively. This may be related to the fact that the majority of teachers were not specialists in the students' professional fields and their knowledge was more literary than technical.

- **Materials used**

To have an idea about the students' attitudes towards the teaching materials, this question was asked.

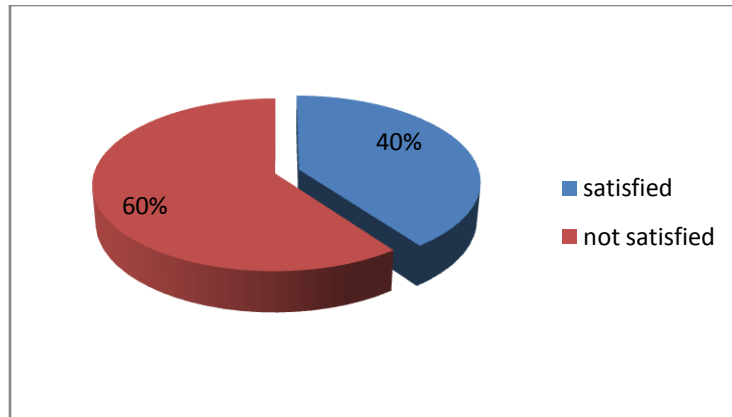


**Figure 3-4 Students' Attitudes towards the Materials Used**

It was clear that (55%) of the students showed negative attitudes towards the materials used in teaching English for specific purpose. Additionally, (45%) of the respondents mentioned that they were satisfied with the existing teaching materials.

- **Methodology Used**

This question referred to the students' attitudes towards the methodology used in the classroom.

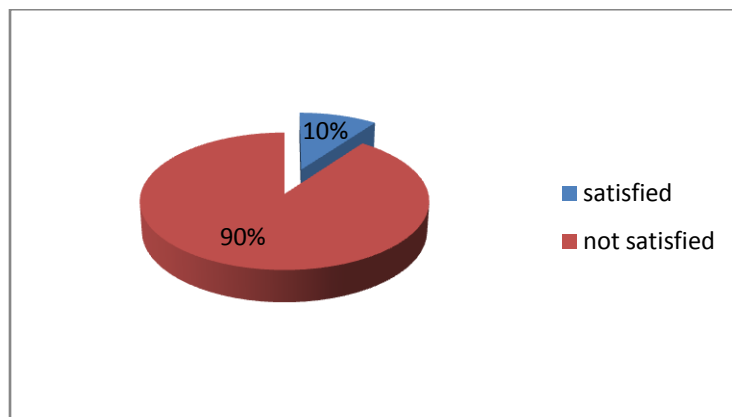


**Figure 3-5 Students' Attitudes towards the Methodology Used**

Figure 3-5 presents that the majority of students (60%) were not motivated with the methodology used during English classes. It also revealed that (40%) of them showed positive attitudes towards this item.

- **Teaching Aids**

The purpose of this question was to investigate the students' beliefs and perceptions about the teaching aids used.



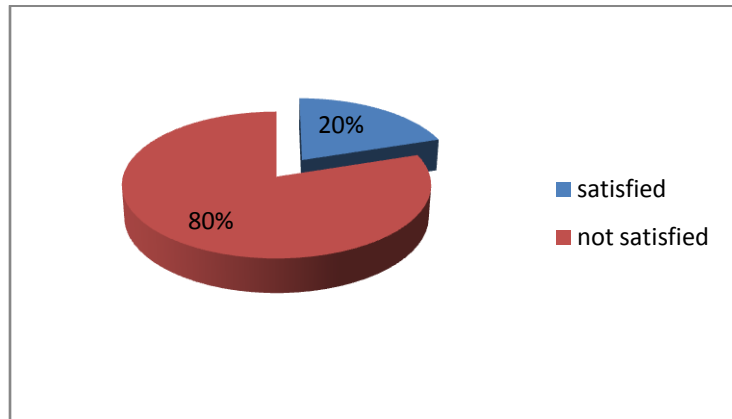
**Figure 3-6 Students' Attitudes towards Teaching Aids**

The above figure gives an idea about the students' beliefs towards the teaching aids. It revealed that an overwhelming majority of students (90%) responded to this question negatively and only (10%) of them answered positively.



- **Course Duration**

This question is related to the learners' opinion about the course duration. It aimed to find out whether or not they were satisfied or they required additional hours.

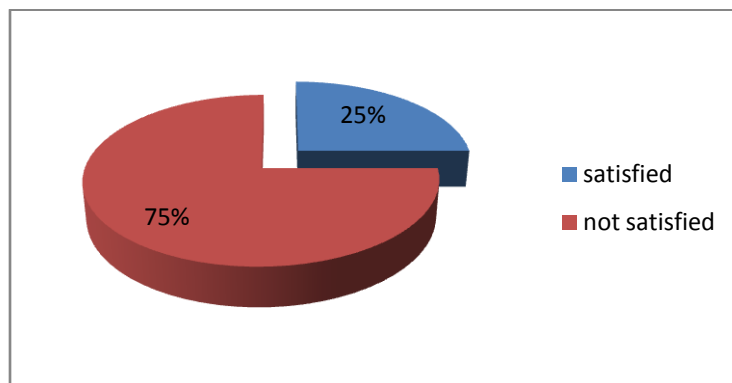


**Figure 3-7 Students' Attitudes towards Course Duration**

Figure 3-7 indicates that (80%) of the students showed negative attitudes towards the course duration while only (20%) of them mentioned that they were satisfied with the amount of time devoted to English classes.

- **Course Content**

The purpose of this question was to gather data about the students' attitudes towards the content of the English course. It aimed at finding out whether or not the content was relevant to the students' needs.



**Figure 3-8 Students' Attitudes towards the Course Content**

The results showed that (75%) of the students were not satisfied with the course content. On the other side, (35%) of them had positive views about the ESP course content. This is due to the fact that the content of the English courses was more general and did not much civil engineering students' specific needs.

**Question 9:** Do you want the teacher to touch upon more topics?

Yes

No

This question aimed at collecting information about the students' needs to tackle other topics in their field.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>80%</b>	<b>20%</b>

**Table 3-9 Other Topics**

The results revealed that the Yes-option by contrast with No-option had been largely selected to a certain extent (80%). Most of the students thought that there should be an emphasis on various topics which were very needed and important in civil engineering science. On the other hand, only (20%) of them answered negatively.

**If yes, write them down**

This open ended question aimed at gathering the students' suggestions about further topics. It is worth mentioning that this question concerned the students who have answered positively in the previous question. Unfortunately, a large majority of the students did not give any answer to this question. Among the most suggested topics that the students had mentioned, courses more related to civil engineering science such as materials of construction and bridges. It is worth noting that among the surprising answers some students suggested topics such as civilization, culture and literature.

**Question 10:** What are the skills you have most concerned on?

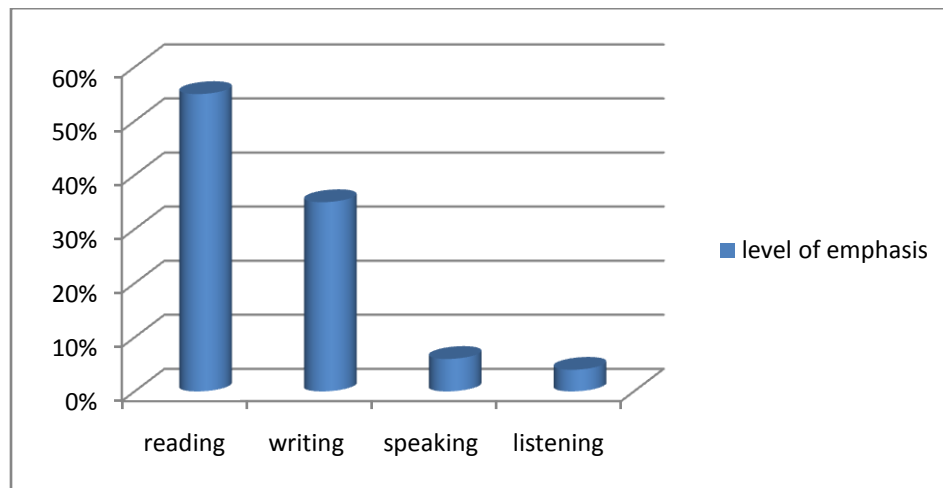
Listening

Speaking

Reading

Writing

To know which skills the students were more emphasized on, this question was asked. It sought information about the students' opinions and how they would classify the English language skills or the ranking of communicative skills.



**Bar-Graph 3-1 Emphasis on Skills**

Bar-Graph 3-1 illustrates that (60%) of students agreed on the importance of the reading skills. In fact, the reading skills are and will be the main skill that civil engineering students need. Additionally, (30%) of them revealed that the writing skills are also important. However, some students gave little consideration to speaking and listening skills.

**Question 11:** Do you use books, documentation in your own field printed in English?

Yes

No

This question aimed at knowing if the students used scientific books and documentations written in English.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>20%</b>	<b>80%</b>

**Table 3-10 Students' Use of Scientific Books /Documentations Written in English**

The results indicated that (80%) of students answered negatively but only (20%) of them answered positively.

**Question 12:** Do your teachers encourage you to use scientific documentation written in English?

Yes

No

This question aimed at having an idea about whether or not the English language teacher encouraged his students to read scientific documentation written in English.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>75%</b>	<b>25%</b>

**Table 3-11 Teachers' Encouragement**

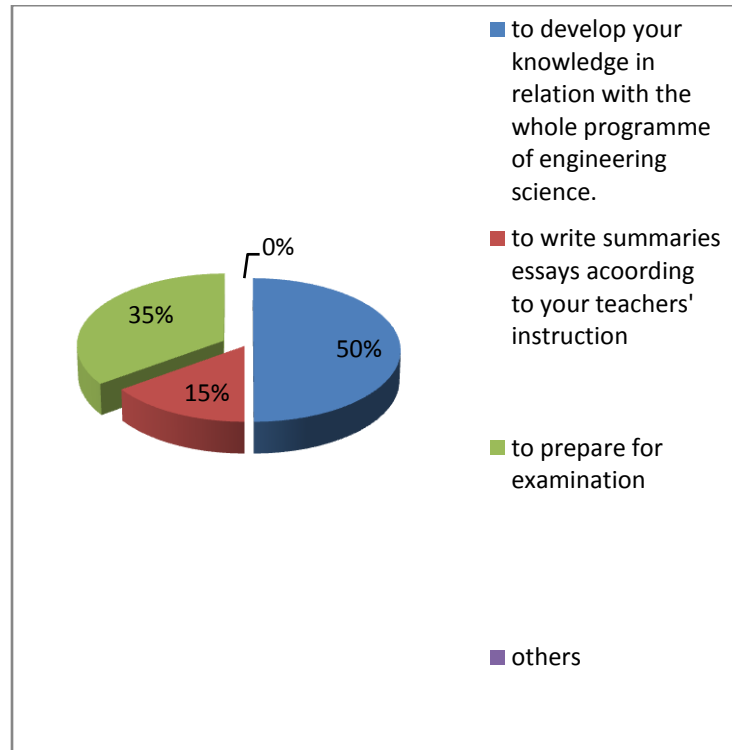
The findings revealed that the majority of respondents (75%) answered positively while only (25%) of them responded negatively.

**If yes, what are the objectives of the use of this specific documentation?**

- a- To develop your knowledge in relation with the whole programme of Engineering Science.
- b- To write summaries essays according to your teacher's instruction.

- c- To prepare for examination.
- d- Others (please specify).

The aim of this question was to determine the objectives and aims of using specific documentation.



**Figure 3-9 Objectives of Using Specific Documentation**

Figure: 3-9 indicates that (50%) of students revealed that the aim behind using specific documentation was to develop their knowledge in relation with the whole program of engineering science, (35%) of them mentioned that the purpose was to prepare for examination, and (15%) of them asserted that the aim was to write summaries according to their teacher’s instructions however the “others” option received no answers.

**Question 13:** According to you, what are the external factors that influence your motivation negatively?

The purpose of this question was to investigate and identify the external factors that had negative effect on the civil engineering students’ motivation. The

students revealed that the most demotivating factor was mainly related to teacher and especially his subject knowledge as noted by Prodromou (1992) cited in Ghobain (2010), who states that the teachers' ability to do the job is what seems to matter most according to the students. This is may be related to the fact that the English language teachers were not qualified and not trained to teach civil engineering students. Additionally, the students referred to the syllabus as a contributing factor in affecting their motivation since its content did not meet their specific needs and satisfy their expectations. Moreover, the students mentioned that they were dissatisfied because of the large number of lexical items and scientific terms that should be learnt and blamed the teacher about his choice of the evaluation system since the most of tests and exams required the memorization of the long lists of scientific terms with their French translation. Furthermore, they revealed that the rare use of Arabic, technology aids and the low coefficient assigned to English had also a negative effect on their motivation.

**Question 14:** What should the teacher do to improve the course and motivate you?

The aim of this open ended question was to allow the students' answer freely with their own words and collect as much as possible their suggestions. The students stressed the importance of designing appropriate courses that cover and meet all their specific needs, providing them with interesting activities, and extending English subject coefficient.

### **3-2-Teachers' Questionnaire**

Teachers' questionnaire includes personal information and English courses.

#### **I-Personal Information**

**Question 1:** Which degree do you have?

a-a licence of English.

b-a magister of English.

c-others (specify).

This question sought information about the English language teachers' degree.

<b>Degree</b>	<b>A Licence of English</b>	<b>A magister of English</b>	<b>Others</b>
<b>Percentage</b>	<b>100%</b>	<b>00%</b>	<b>00%</b>

**Table 3-12 Teachers' Degree**

The results of the questionnaire revealed that both English language teachers possessed a license degree of English.

**Question 2:** What is your status as a teacher?

a-full time

b-part time

The aim of this question was to collect information about the teachers' status in civil Engineering Department at Chlef University.

<b>Status</b>	<b>Full time</b>	<b>Part time</b>
<b>Percentage</b>	<b>00%</b>	<b>100%</b>

**Table 3-13 Teachers' Status**

The above table indicates that both English teachers were part time teachers.

**Question 3:** Have you had any specific training in the teaching of English as a foreign or second language?

Yes

No

This question aimed at collecting information about the teachers' training to teach English.

Options	Yes	No
Percentage	00%	100%

**Table 3-14 Teachers' Training**

Table 3-14 indicates that the respondents had never received any previous training in teaching ESP. The case of both teachers can be considered as representative of the actual situation of the English language teachers through the Algerian universities who had ever been trained to teach the language to students with specific needs.

## II-English Courses

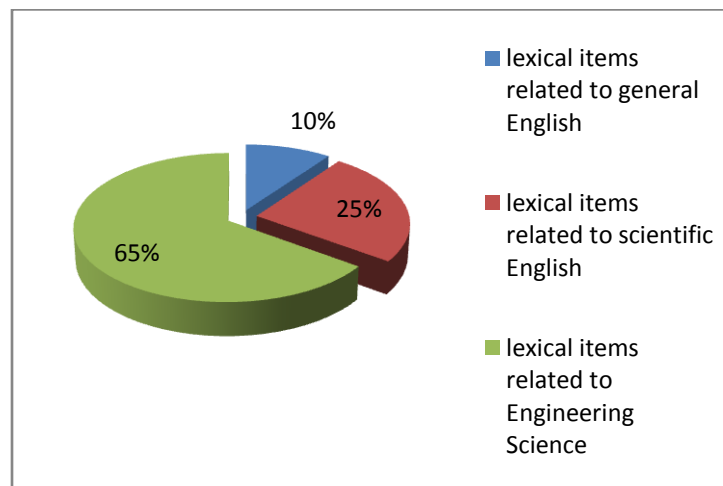
**Question 4:** In the course, do you focus on:

a-lexical items related to general English.

b-lexical items related to scientific English.

c-lexical items related to Engineering Science.

This question aimed at gathering data about the content of the course.



**Figure 3-10- Course Content**



The results showed that the course based on (65 %) of lexical items related to Engineering Science, (25%) of lexical items related to scientific English while focused only on (10%) of lexical items related to general English.

**Question 5:** Do you use specific materials?

Yes

No

The purpose of this question was to find out whether or not the teachers used specific materials designed for engineering students.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>00%</b>	<b>100%</b>

**Table 3-15 Use of Specific Materials**

It appears from the above table that both teachers (100%) did not use any specific materials in teaching civil engineering students. This is may be related to the fact that these newly graduate teachers were not specialists in the students' field and might encounter many difficulties when using more specific materials. Thus, they preferred to select and base the course on general materials.

**Question 6:** Which of the following skills do you give more emphasis in the course?

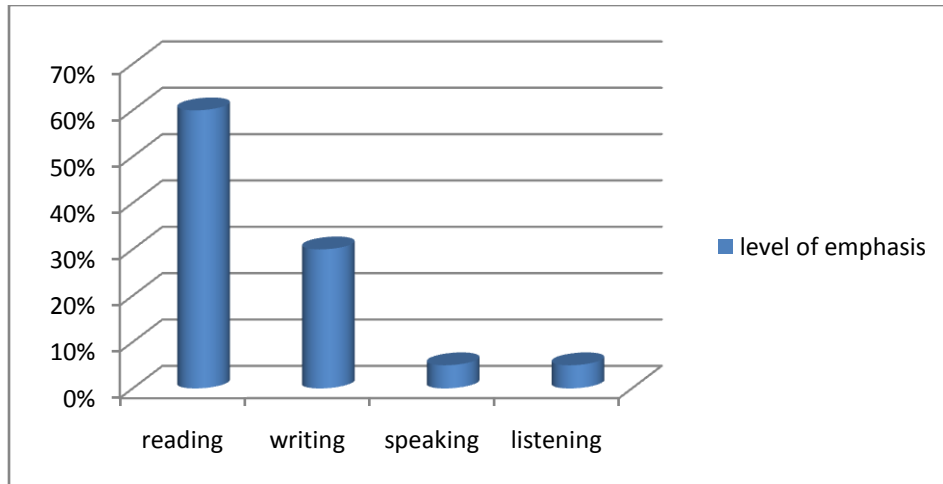
a-listening

b-speaking

c-reading

d-writing

To know which skills the teachers gave more emphasis, this question was asked.



**Bar-Graph 3-2 Skills Emphasis**

Bar Graph 3-2 illustrates that the reading skills received (60%) of attention and (30%) of emphasis was given to the written skills. Additionally, the teachers gave little consideration to speaking and listening skills that is both of them received only (5%).

**Question 7:** Do you use translation from one language to another?

Always

Sometimes

Never

This question aimed at collecting information about the use of translation as an aid in teaching English for civil engineering students.

<b>Options</b>	<b>always</b>	<b>sometimes</b>	<b>never</b>
<b>Percentage</b>	<b>00%</b>	<b>100%</b>	<b>00%</b>

**Table 3-16 Use of Translation**

The results indicated that “sometimes” option received (100%) responses while both “always” and “never” options received negative rate. The teacher used

translation to facilitate the learning task and wider the understanding.

**If yes specify:**

This question sought more specification about the use of translation in English courses. Both teachers stressed the importance of using translation in teaching English for engineering students to facilitate their tasks and save them from misunderstanding. Additionally, they mentioned that they often based on lexical items when translating from English to French rather than to Arabic because of the lack of real translation. Moreover, they asserted that it is necessary to use translation because of the students' low level of lectures' comprehension.

**Question 8:** Are you given any programme that you use to implement your courses?

Yes

No

The purpose of this question was to identify whether or not the teachers are given any official programme from the institution to teach English module for civil engineering students.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>00%</b>	<b>100%</b>

**Table 3-17 Official Programme**

As mentioned in table 3-17, (100%) of respondents revealed that the institution did not give them any programme or specification concerning the course content. This gives a clear idea about the low status and the least importance of English module at Civil Engineering Department.

**Question 9:** Do you meet teachers of the Engineering Department to discuss and comment your courses and the programme as a whole?

Yes

No

This question aimed at collecting information concerning teachers' collaboration with other teachers.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>00%</b>	<b>100%</b>

**Table 3-18 Teachers' Collaboration**

Both teachers (100%) mentioned that they did not meet teachers of the Engineering Department to discuss and comment their courses and the program as a whole.

**Question 10:** Do you think that the English courses done satisfy your students' needs?

Yes

No

This question aimed at collecting information about whether or not the offered course covered all the students' specific needs and satisfied their expectations.

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Percentage</b>	<b>00%</b>	<b>100%</b>

**Table 3-19 Course Evaluation**

Table 3-19 illustrates that all respondents (100%) mentioned that the content of the course did not meet and suit civil engineering students' needs and did not satisfy their expectations. This implies that both teachers were aware about the fact that they provided more general English courses neglecting civil engineering students' specific purposes and requirements.

**Question 11:** Do you think that your students are motivated?

Yes

No

The purpose of this question was to have an idea about the teachers' opinions towards their students' level of motivation.

Options	Yes	No
Percentage	00%	100%

**Table 3-20 Teachers' Attitudes about their Students' Motivation**

The results showed that both teachers (100%) revealed that their students' were not highly motivated. This implies that the teachers were aware about the fact that their students' motivation still decreasing and being affected by several affective variables.

**Question 12:** According to you, what are the external factors that affect the students' motivation and the teaching/learning process?

The purpose of this question was to collect data as much as possible from teachers about the external factors that influence the students' motivation and the learning process as a whole. According to them, time factor was an affective variable which had a paramount influence on the learning process since the amount of time devoted to English was not sufficient to design courses that cover all the students' necessary and basic requirements. Additionally, they mentioned that group size also affected the students' motivation and the English teaching/learning process as well because larger classes minimized opportunities for more individual instructions. Moreover, they blamed the administration about the least importance and the insufficient number of the offered facilities, including the absence of collaboration and the lack of technology and visual aids.

**Question 13:** According to you, what are the methodologies and the techniques should be used to motivate Civil Engineering Students?

The aim of this question was to give the opportunity for teachers to propose some suggestions to motivate civil engineering students and make English classes more effective. The teachers proposed some suggestions such as extending English classes amount of time, equipping the course with necessary teaching aids and setting out the objectives of the course at the beginning to better meet the students' specific needs to sustain their motivation.

### **3-3-Interpretations of the Results**

The data gathered through the questionnaires revealed some very important answers to the research questions that were set up. The information collected indicated that civil engineering students were not highly motivated and were not satisfied with the offered ESP courses since their specific needs and expectations were not met. They also revealed that the most external demotivating factors that had a great impact on their motivation were mainly related to the unqualified English language teacher and the unspecific and irrelevant syllabus content. It is clear that the achieved results prove and support the researcher hypothesis. As far as the students' motivation, the findings revealed that ESP students are instrumentally motivated for the purpose of getting a good job, advancing one's career, and becoming intellectual persons, however they showed lower degree for integrative items. The results confirm the previous findings that investigate motivation and attitudes in various ESP situations such as those done by Al-Huneidi and Basturkmen (1996), Vogt and Oliver (1999), and Al-Khatib (2007), which indicate that learners in ESP contexts are both instrumentally and integratively motivated to learn English but tend to be more instrumentally motivated. The findings also support the research hypothesis in which the researcher hypothesizes that civil engineering students are instrumentally motivated. Thus, educational policy makers and syllabus designers should take into account students' instrumental motives for learning foreign language to enhance their motivation and raising their chances of success.

### **3-4-Conclusion**

This chapter analyzed the questionnaires of both civil engineering students and English language teachers. It discussed the results achieved from the gathered data which was summarized and presented in tables, figures and graphs. It also provided a detailed interpretation of the major findings and conclusions of this investigation based on the results of both closed and open ended questions.

The next chapter will focus on major suggestions to enhance civil engineering students' motivation and help them learn and acquire the basic communicative skills. It will also point out the limitations of the study and will give recommendations for further research.

# CHAPTER FOUR



## **Chapter four: Suggestions and Recommendations**

<b>4-1-Introduction.....</b>	<b>68</b>
<b>4-2-Suggestions for Improvement.....</b>	<b>68</b>
<b>4-2-1-Necessity for Conducting Needs Analysis.....</b>	<b>68</b>
<b>4-2-2-Change in the Role of the Teacher.....</b>	<b>71</b>
<b>4-2-3-The Role of the Institution.....</b>	<b>74</b>
<b>4-1-4-Change in the Teaching Methodology.....</b>	<b>75</b>
<b>4-2-5-Change in the English Language Programme.....</b>	<b>77</b>
<b>4-2-6-Initiating and Sustaining Students' Motivation.....</b>	<b>81</b>
<b>4-3- Recommendations and Limitations.....</b>	<b>83</b>
<b>4-3-1- Recommendations for Further Research.....</b>	<b>83</b>
<b>4-3-2-Limitations of the Study.....</b>	<b>84</b>
<b>4-4-Conclusion.....</b>	<b>85</b>

## **Chapter four: Suggestions and Recommendations**

### **4-1-Introduction**

After the analysis of both questionnaires, the achieved results led the researcher to offer some implications. Thus, this chapter is devoted to some suggestions and pedagogical applications for teachers, educators and curriculum developers to bring effective changes to the learning/teaching process that help and motivate civil engineering students acquire the basic skills and improve their level of proficiency. Implications for further research and limitations of the study were also provided.

### **4-2-Suggestions for Improvement**

The findings in this study have suggested some implications which are of significance to language providers, syllabus designers and policy makers as well as to researchers.

#### **4-2-1-Necessity for Conducting Needs Analysis**

From the analysis of the questionnaire, it is clear that the teachers did not give any attention to the investigation of the students' needs and failed in designing courses that really meet the students' specific requirements. For this reason, it is suggested that identifying the students' needs and goals for learning English before designing any ESP course will be useful for students to raise their interest and sustain their motivation to attend English classes.

Many researchers stressed on the importance of identifying the students' specific needs as being the first step for designing an ESP curriculum because teachers can only start teaching ESP students when they know what their needs for language are. As noted by Miliani (1991: 68) who asserts that "*learners learn*

*better when they are the focus of the teachers' preoccupations". Riddell (1991: 75) points to the important role of needs analysis in syllabus and course design. He states, "...through it [needs analysis] the course designer becomes equipped to much up the content of the program with the requirements of the students body [what learners need]." Moreover, Richards (2001: 90) points out that needs analysis in language teaching can be used for a number of different purposes, for example:*

- *" To find out what language skills a learner needs in order to perform a particular role , such as sales manager , tour guide or university student*
- *To help determine if an existing course adequately addresses the needs of potential students*
- *To determine which students from a group are most in need of training in particular language skills*
- *To identify a change of direction that people in reference group feel is important*
- *To identify a gap between what students are able to do and what they need to be able to do*
- *To collect information about a particular problem learners are experiencing"*

It is worth mentioning that in conducting needs analysis, the teachers and syllabus makers should take into account the various types of NA taxonomies. Hutchinson and Waters (1987) identified the following divisions of needs:

**1-“Target Needs”:** according to Hutchinson and Waters (1987: 54), *“target needs is an umbrella term that covered a number of important distinctions, including necessities, lacks and wants.”*

**a-“Necessities”:** i.e. *"the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation."* (55).

**b-“Lacks”:** according to the authors, investigating necessities alone is not sufficient. In fact, they believe that the teacher also needs to know what the learners already know, as this helps them decide which of the necessities the learner lacks. In other words, lacks are defined as the gap between the existing proficiency level of the learner and his/her target proficiency level.

**c-“Wants”:** learners' wants and their views about the reasons why they need language should not be neglected, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. However, this might be a problem as the learner's views might conflict with the perceptions of the course designers and teachers.

**2-“Learning Needs”:** learning needs explain how students will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) claim that it is not enough to base a course design simply on the target objectives, and that the learning situation must also be taken into consideration. They add that the target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of prime importance.

It is important to note that while identifying students' needs, the needs of the majority should be taken into account as it is not possible to attend to the needs of each individual learner. Thus, some prioritization should be done in which taking the needs of the majority of learners into consideration.

#### **4-2-2-Change in the Role of the Teacher**

English language teacher plays a vital role in the learning/teaching process. He is involved in various educational tasks, including designing and providing courses, explaining, guiding and evaluating. Master (1997) asserts that ESP teachers are language teachers who have trained themselves in a specific area of ESP. In this respect, a debate was arisen about the different tasks and roles performed by the ESP teacher.

Robinson (1991) as cited in Allal (2010) claims that the ESP teacher's role is not only teaching; however, he is supposed to design, setting up and administering the ESP course. He is likely to be involved in evaluation, testing, setting learning objectives and to establish a positive learning environment.

##### **a- Designing Courses**

ESP teacher sets the learning objectives and goals, with some typical purposive and fundamental tasks comprising choosing, designing and organizing course materials. He also supports and encourages the learners in their efforts and providing them with feedback on their progress.

##### **b- Setting Goals and Objectives**

The teacher's main tasks are arranging the conditions for learning in the classroom and setting the objectives for learners' achievement. The teacher's awareness of students' potential is important in designing the syllabus with specific aims that takes into consideration the students' interest and concern in the learning situation.

##### **c- Creating a Learning Environment**

The first step for achieving the setting objectives and goals is creating a pleasant learning atmosphere because it makes the teaching/ learning process more effective for both students and teachers and it supports the learners in their tasks.

Creating a positive and supportive environment is closely linked to motivation because it plays a vital role in affecting and influencing the students' future success or failure. Thus, students should be motivated as much as possible to appreciate and enjoy the activity and gain its real purpose. As noted by Ur (1996: 274) who states that "*Motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive*". ESP teacher's main roles are building the students' confidence and give them opportunities to communicate and use the foreign language effectively.

#### **d- Evaluation**

Students' work and teachers' course evaluation are considered the necessary elements in the learning/teaching process. Evaluation is a motivating variable because it determines the learners' progress in the course. It also provides information for teachers whether his/her work is effective or not.

Teachers are involved in many types of evaluation as noted by Hutchinson and Waters (1987: 144) who stress two prominent levels of evaluation: "*learner evaluation*" and "*course evaluation*". Evaluation can be performed on various ways including: tests, questionnaires, tasks or evaluation in the form of discussion and interviews.

As far as students' evaluation, tests are the best method to be used. The teacher finds if the lesson content suits and covers the learners' specific needs and whether the students acquire the basic skills and be able to perform them effectively in a particular situation. "*This assessment takes on a greater importance in ESP, because ESP is concerned with the ability to perform particular communication tasks*". (Hutchinson and Waters, 1987: 144).

Similarly, the course evaluation helps to assess whether the main characteristics of organizing and designing the course were met. In this respect, Hutchinson and Waters (1987: 156) assert: "*In course evaluation we need to*

*involve all those who share the learning process in making the ESP course as satisfying to the parties as possible”.*

Moreover, Dudley-Evans and St. John (1998) describe the true ESP teacher or “*ESP Practitioner*” as needing to perform five different roles. These roles include teacher, collaborator, course designer and material provider, researcher, and finally evaluator.

### ***1- “As a Teacher”***

The role of the teacher changes as the teaching becomes more specific. The ESP teacher is no longer the “*primary knower*” in the case of ESP classes; however, it is then the students’ task to be frequently the primary knowers of the carrier content of the material. The teachers’ main role is to generate real, authentic communication in the classroom on the grounds of students’ knowledge.

### ***2- “As a Course Designer and Material Provider”***

Dudley-Evans and St. John (1998: 14) state that “*ESP practitioners often have to plan the course they teach and provide the materials for it* “. Due to the lack of materials for ESP materials, the responsibility of the teacher is to plan the course and provide materials for it. The teacher’s role also includes selecting appropriate published material, adapting material when published materials are unsuitable or even writing his/her own material where nothing suitable exists.

### ***3- “As a Researcher”***

In this respect, the teacher’s task is to be a researcher to meet the students’ needs. In other words, the teacher should research the students’ goals in what they really want to obtain. More clearly, research is necessary to plan a course, to select and write teaching materials and to identify the interests of ESP students.

### ***4- “As a Collaborator”***

Dudley-Evans and St. John (1998: 15) believe that “*subject-specific work is often best approached through collaboration with subject specialist* “. This may require simple cooperation in which ESP teacher gains information about the subject syllabus or tasks the students have to carry out in their professional environment. Alternatively, it may involve collaboration to integrate specialist studies, activities and language use.

### **5- “As an Evaluator”**

The role of the teacher as an evaluator in an ESP context seems to be very significant. All teachers are often involved in different types of evaluation: testing of students, evaluation of courses and teaching materials. Tests are done to assess whether students have the necessary language and skills to undertake a particular academic course or career which and to evaluate the students’ progress and teaching effectiveness.

Evaluation of course design and teaching materials should be conducted while the course is being taught, at the end of the course and after the course has finished, in order to evaluate whether the students have been able to use what they learned and to identify what they have needed and were not prepared for.

*“As a professional or specialist in ESP he is expected much more than teaching, the teacher is a course designer and materials provider, he is also a researcher and assessor because he has to evaluate the process from the beginning and orientate work towards the tasks the students will be doing in the classroom...”*

(Cariaga, 2008 cited in Cruz, 2010: 2).

### **4-2-3-The Role of the Institution**

For an effective English teaching/ learning, the institution should take into account many considerations and propose set of instructions and recommendations



that can positively influence the learning process. More clearly, the administration should help the teachers by providing acceptable conditions and a pleasant atmosphere through offering a certain number of facilities such as equipping the class with adequate number of technology devices (language labs, data show, computer...). Additionally, teachers should be trained intensively on using technology in teaching English. Moreover, the amount of time devoted to English courses is insufficient to meet and cover all civil engineering students' needs and necessary skills. Thus, the authorities in charge of this issue should consider the revision of the weekly time allowances so as to help the teachers design courses that suit all the students' specific needs and give opportunity to the learners to process knowledge properly and reinforce their competencies in learning English.. *“Most ESP courses are subject to time constraints and time must be effectively utilized”*. (West, 1994 cited in Basturkman, 2006: 18). Moreover, since at Civil Engineering Department the English module is placed at the end of the day which resulted boring classes, the administration should take into account the matter of timing and schedule English classes in suitable times to minimize civil engineering students' loss of interest and sustain their motivation. Furthermore, group size should be reduced to offer maximized opportunities for more individualized instruction and class interaction to develop communicative competence. The policy makers should also raise the coefficient assigned to the English subject to increase the students' level of motivation and satisfy their expectations.

#### **4-2-4-Change in the Teaching Methodology**

English language teachers should modify and change the previous and traditional methodology used to make English classes more interesting and effective those help in the improvement of the teaching/learning process through the introduction and the use of some fundamental and motivating strategies.

#### **4-2-4-1-The Use of Technology**

Rare use of technology is one among the demotivating factors that have negative impact on the learning process. The findings indicated that the students were not interested in the English course because their teachers rarely used technology in presenting those courses.

There is no doubt that using different types of technology during the classroom course will enhance and support the learning process such as: video content, laptop and projectors. (Marshall, 2002). The ESP teacher should realize that technology can play a vital role in creating new atmospheres and opportunities for learning that can be interesting and therefore improving learner's achievement. Goldman et al (1999: 3) assert that *“At its best, technology can facilitate deep exploration and integration of information's high level thinking, and profound engagement by allowing students to design, explore, experiment, access information's, and model complex phenomena”*.

The use of technology will facilitate the language learning process and bring new positive changes in the educational process. It is remarked that within the use of technology inside the classroom, collaboration among students will be fostered, which in turn may have favorable impact on students achievement (Tinzmann, 1998).

Generally speaking, the use of technology inside any classroom tends to make the course more exciting and interesting which in turn may have positive effect on student's achievement and enhancing his motivation and therefore raising the level of success.

#### **4-2-4-2-The Use of the Students' Mother Tongue**

As mentioned before, the students revealed that they felt demotivated because their teachers rarely used Arabic during the ESP courses. Much debate has been arisen among educators and researchers about the use of L1 in the second language learning process. However, many researches stressed the importance of

some use of students' first language in the foreign language classrooms (Atkinson, 1987).

It is worth mentioning that it is difficult for students with low level of English proficiency to understand all the English instructions. In this respect, Schmidt (1995: 26) asserts that *“lower level students can easily be left behind. If only the second language is allowed, they may frequently miss out an explanation and instructions and can become discouraged”*.

No one can ignore that the use of the students' mother tongue as an aid would be beneficial in the language learning process. Many scholars referred to translation as the fifth language skill alongside with the other four basic skills (listening, speaking, reading, and writing).

*“Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers.”*

(Ross, 2000: 1)

Teachers should pay more attention to the students' native language because the use of L1 in the classroom will foster a positive effective environment. They are encouraged to insert the students' mother tongue into courses to influence the classroom dynamic, provide a sense of security and validate the learners' experiences.

#### **4-2-5-Change in the English Language Programme**

The main results revealed that civil engineering students were dissatisfying with the offered English courses since their needs and goals were not met. It is believed that the relevance of content to the learners' discipline will sustain their

interests and motivation which in turn will result in better and effective learning outcomes. In this respect, Hutchinson and Waters (1987: 8) state that *“The clear relevance of the English course to their needs would improve the learners’ motivation and thereby make learning better and faster”*. Additionally, Kennedy and Bolitho (1984: 51) point out that *“learners may become very irritated when confronted with texts which they regard as irrelevant to their needs”*. Moreover, Robinson (1980), as cited in Dehrab (2002: 32) asserts: *“An ESP course is purposeful and is aimed at satisfying the specific need of the students...”*

The suggested way in doing such is to design good syllabi that really meet and satisfy the needs of the students based on a thorough analysis of the students’ needs and aims behind learning. It meant that many considerations should be taken into account and brought changes to the current English syllabus. In this respect, Dubin and Olshtain (1986: 1) indicate that *“the field of language pedagogy paid comparatively slight attention to the basics of course design and materials writing”*. They explained why and how course design and materials writing should be developed.

Clearly, the eclectic approach is the best one that can be used in the teaching situation.

*“As I see it, the eclectic approach is the best answer for the teaching of ESP because it is flexible [...]. Intrinsically speaking, the eclectic approach does not recommend certain principles and reject others. It leaves the door open to any stratagem or technique which could fit in a given situation. It all depends on the teacher and his know-how. It is also the method which best meets the students’ expectations by widening the learning opportunities and avoiding overemphasis on any aspect of language to the detriment of the others”*.

Miliani (1985: 20-21)

In fact, teachers should be trained in the preparation of course designs. Dubin and Olshtain (1986) also provided a detailed study about the importance of teachers' training in course design and materials writing. However, they noted the difficulties encountered in creating effective teaching materials that can only be perfected via a hands-on team effort, and providing suggestions and guidelines for potential writers comprising how to design communicative tasks at various levels. Nunan (1999) complemented Dubin's and Olshtain's work (1986) through viewing initiating English teachers to the development of English learning tasks as a basic building element in syllabus design. He also discussed the use of task components and their sequencing, language skills and encouraged the use of an integrated learning/teaching process. He emphasized the complementary roles of the setting, the materials, the teachers, and the students to organize and design effective and purposeful tasks.

Munby (1987) and Yelden (1983) as cited in Harrabi (2010) introduce a thoroughly study about the details inquired in syllabus design which brought important contribution to the language teaching/learning process. Munby's design involved collecting information about key communication variables such as the following:

- Setting
- Number of participants
- Position of participants
- Age of participants
- Nationality of participants
- Sex of participants
- Topic to be dealt with
- Channel of communication
- Medium of communication
- Mode of communication

On the other hand, Yelden determines the following elements of a language course:

- Purposes
- Setting
- Roles (learners and interlocutors)
- Communicative events
- Language functions involved
- Notions involved
- Discourse and rhetorical skills
- Variety/varieties of the target language that will be needed
- Grammatical content
- Lexical content

The suggested lists wider the understanding of what components required in the design of an effective and suitable syllabus.

Harrabi (2010) suggested a possible comprehensive list of language components for language course design through the combination of both the suggested lists.

The possible elements of the course design included:

\* Purposes

\* Participant characteristics such as

-age

-position

-roles

-nationality

-sex

\*Language functions/communication events based on

-topic to be dealt with

-notions involved

-discourse and rhetorical skills required

-channel of communication

-medium of communication

-mode of communication

\*Variety/varieties of the target language (TL) that will be needed as regards

-grammatical content

-lexical content

-language practice

The program's aims should be specified and developed to help identifying the required levels of competence in every relevant skill and to enable the students to use English effectively in their study and eventually in their future workplace.

#### **4-2-6-Initiating and Sustaining Students' Motivation**

At the outset of any course with students of different levels and ages, the teacher faced a whole range of motivations .Some students come to class with an intrinsic motivation to achieve their learning goals .However ,there exist others who still have a weak motivation towards the foreign language learning .A student's initial motivation is changeable. It may be weak and die, as Rogers (1996) says in Harmer (2001), as it may be increased and directed to new orientations. So, directing and increasing the students' motivation are the teacher's responsibility. This means that the teacher has a profound impact on the students' classroom participation in three points.

The first point is linked to goals and goal setting .The motivation is directly related to the students' desire to achieve long or short goals. With regard to long-term -goals, students focus on the mastery of English, the exam and the intention to obtain a job.

Unlike the long term goal which seems to be difficult to achieve, the students in the short term one are only interested in a small amount of new language .They may intend to succeed in writing essay or in a speaking test in the middle of the week .A short-term goal seems to be more important since it is closer to the students' everyday reality .It is easier for them to focus on the end of

the week than on the end of the year .If the teacher makes efforts to help his students achieve the short-term goals ,this will certainly influence their daily motivation.

The learning environment is another important area that helps students to continue their motivations .This depends on the kind of classroom environment .It means if the classroom atmosphere is attractive at the beginning of the course, motivation will undoubtedly take place .However, when students find themselves in unattractive environment, motivation may not be initiated in this way .In such environment, the teacher has to make all his attempts to use visual materials to change the classroom atmosphere which can help students to be more motivated.

As far as increasing students' motivation, the findings of this study revealed that civil engineering students were instrumentally motivated which presents a necessity for a change in the learning process. Language programmers, syllabus designers and policy makers should be sensitive to learners' interests by recognizing their motivation. Fostering students' instrumentality can be easily achieved by emphasizing more on practical skills such as involving the students with activities including how to communicate with others efficiently and express oneself fluently. As most students learn English to get better job, it is necessary to provide them with interesting tasks to train them for example on how to do well in the workplace through interviews and role plays and to write formal reports and e-mails. Additionally, English textbooks and evaluation system should be also modified to meet the students' instrumental motives.

On the other hand, increasing students' integrativeness is also important because both integrative and instrumental motivations are required for real language acquisition and learning. Students' integrativeness can be raised by enhancing their positive attitudes and correcting their negative perceptions and beliefs towards English speaking communities by providing opportunities for communication with native speakers. Therefore, the use of various forms of communicative contact will be beneficial to fulfill the integrative desire to learn



the L2 to integrate with the people of the target language. However, contact with native speakers has not been possible for many learners in foreign language contexts, so the lack of contact with L2 community influence developing favorable attitudes towards that community. (Dornyei, 1990). Thus, major methodologies and techniques for raising integrative motivation should be provided by language teachers such as designing activities which place the students into direct contact with L2 speakers such as inviting native speaker guests and promoting students' contact with native speakers through exchange programmes.

Concerning the external factors affecting civil engineering students' motivation, the study indicated that vocabulary memorization was considered the most demotivating factors. Thus, the syllabus designers should modify and bring changes through minimizing the load of vocabulary which should be memorized to pass tests and exams and providing more interesting and attractive listening texts. Teachers should change and improve the traditional teaching methods that heavily focused on vocabulary and grammar and based the course on topics which create great deal of class interaction and help to motivate civil engineering students to improve their language skills and level of proficiency.

#### **4-3- Recommendations and Limitations**

This section provides some implications for further research and limitations for the study.

##### **4-3-1- Recommendations for Further Research**

The results of the present research seem fairly clear. However, it would be worthwhile looking for other directions to better identify the affective variables that affect ESP students' motivation and the teaching/learning process as well and minimize the chances of success. The following are the suggested recommendations:

- It is recommended that this investigation be conducted to identify the effect of the internal factors such as: age, personality and aptitude on ESP students' motivation.
- It is recommended that this study be repeated at different Universities in Chlef to create a more comprehensive idea of the roles of attitudes, motivation, anxiety and gender in ESP language learning and achievement.
- It is recommended that evaluative studies be conducted to examine the effectiveness of the currently offered ESP programmes at different Departments of Chlef University.
- It is recommended that the same study be repeated following a mixed methodology instead of being using a quantitative one. The mixed method helps with understanding the real reasons that participants end up with lower motivation.
- It is recommended that this study be repeated with one change to the methodology to have better control over teachers. This can be done by conducting the same study with two groups who are taught by the same teacher to make a distinction between the findings of both groups.

#### **4-3-2-Limitations of the Study**

There were a number of limitations to the present study which should be mentioned to avoid any generalization and misinterpretation of the results. First, due to financial and time concerns, the present study was conducted on only 40 civil engineering students and 2 English teachers at Hassiba Benbouali University of Chlef; therefore, the findings might be related only to those who are participated. Second, all the participants are civil engineering students. So, the findings may be changed with the participation of other students from other departments.

#### **4-4-Conclusion**

This study aimed out at investigating the students' attitudes and motivation towards learning English for specific purposes. The achieved results of this investigation revealed the ineffective offered ESP courses that resulted lower students' proficiency and inefficient expected outcomes. Thus, this chapter suggested some implications to change the current situation of teaching ESP at the department of civil engineering that help improving learning/teaching process and enhance the students' motivation, including necessity for implementing needs analysis, change in the roles of the English language teacher and the institution, change in the teaching methodology and in the English language program and initiating and sustaining students' motivation. It also presented limitations of this study and proposed some implications for further research.

# GENERAL CONCLUSION

## **GENERAL CONCLUSION**

With the globalization of English as the language of international communication, business and economic developments, many people switch their interest to learn English for different specific purposes. To respond to this growing demand, English was introduced in Algeria at all levels; particularly in universities. The purposes behind involving the Algerian students in studying English were mainly to use it as a medium for communicating information and to prepare the future educated students to be significant agents in international scientific and economic arenas.

It is worth noting that in the ESP teaching/learning process; there are many contributing factors that influence the students' motivation and the development of the ESP course. Thus, this study was conducted to investigate the types of motivation and the attitudes of civil engineering students at Hassiba Benbouali University of Chlef towards the offered English for specific purposes courses and determining the external factors affecting their motivation and minimizing the chances of success. Indeed, the English language teachers should be aware about the students' interest, motives and difficulties to better satisfy their expectations and encourage them to take part in the teaching/ learning process which in turn will develop and improve their level of proficiency. Accordingly, this study involved the use of two questionnaires, one addressed to a sample of first year civil engineering students and the other one to the English language teachers who taught in Civil Engineering Department.

The results revealed that civil engineering students were not highly motivated since the course seemed to be not interesting and did not meet all their needs. The findings also indicated that civil engineering students were both instrumentally and integratively motivated but tend to be instrumentally motivated because they most frequently chose instrumental reasons as being more important

than integrative reasons for learning English. This proved sufficient answers to the research question.

The results confirm the previous studies in second and foreign language contexts; (Malallah, 2000; Liu, 2007) which revealed that learners were either integratively (e.g., Gardner and Lambert, 1972; Gardner and MacIntyre, 1993; Oller *et al.*, 1977) or instrumentally (e.g., Liu, 2007; Luckmani, 1972) or both (e.g., Al-Khatib, 2007; Malallah, 2000; Obeidat, 2005) to learn the target language. Similar results were reported in Cooper and Fishman's students' reasons for learning English in Israel. Rivers' (1981) survey of English language learners' goals in several foreign countries also indicated that students had mainly instrumental reasons for English in Mexico, Thailand, Sweden and Holland.

The findings are also in line with those of other studies conducted in ESP context such as those done by Al-Huneidi and Basturkmen (1996), Vogt and Oliver (1999), and Al-Khatib (2007), which indicated that learners in ESP contexts were both instrumentally and integratively motivated to learn English but tend to be more instrumentally motivated. Furthermore, as far as the external factors that affect ESP students' motivation, the students' responses to the questionnaire open ended questions may provide the basis for identifying the following factors as some of the main variables for learners. The responses provided by the students in the questionnaire indicated that the teacher was considered as one of the main demotivating factors due to his lack of qualification and training, as a result he faced many difficulties in teaching English for specific purposes to civil engineering students. Additionally, the responses showed that irrelevant programmes played an important role in influencing their level of motivation because they did not meet their aims and needs and most of time they were offered general English courses which did not suit their objectives and satisfy their purposes. Another factor which was reported to be as the main demotivating factor for the students involved in the study was vocabulary and this because of the long list of scientific terms that should be memorized and the lack of real

context which made it difficult to be understood. Moreover, the students referred to the evaluation system as another demotivating variable since the most English tests were based on the memorization of wide range of lexical scientific items with their translation. Furthermore, many students revealed that they felt dissatisfied because their teachers rarely used Arabic during the ESP courses. Students also considered the rare use of visual aids such as lap tops and data show as a contributing factor in affecting their motivation. They also mentioned that the low coefficient of English subject influenced their interest to attend and learn English.

In reference to the teachers' perspectives, both of them agreed that the main external demotivating factors were mainly related to insufficient amount of time devoted to English classes compared to the needs of learners who need extra English hours, larger group size since it did not offer maximized opportunities for more individualized instruction and administration constraints because of its least importance towards the English classes in which no considerable objectives and specification about the ESP course content, materials and methodology were given to be used in addition to the lack of school facilities.

The study gave an idea about the status of English as a foreign language at the Department of Civil Engineering and the students' attitudes towards the offered ESP courses. It provided additional views in better identifying existing external demotivating factors and in taking realistic image about the situation of ESP teaching in Civil Engineering Department.

Since high motivation and positive attitude attribute to the process of learning, language teachers can suggest several tips to motivate them more. Teachers can also create effective and interesting course plan with the help of different strategies, techniques and procedures in which the students' motivation is sustained. Encouraging students to become more active participants and cooperate in the process of teaching and learning can help them learn the language better.

The findings of this investigation can also help language programmers, syllabus designers and policy makers to develop programmes and design syllabi

and create interesting textbooks to gain students' interest. They should design programmes based on a thorough needs analysis to better meet civil engineering students' specific needs which maintain the students' interest and motivation.

It is worth mentioning that the conclusion of the present investigation is limited to the participants under study and should not be generalized to other academic settings with different population without further research. Fundamental questions remain:

- What are the internal factors that affect both the students' motivation and the ESP learning/teaching process?
- Are the students really aware about their specific needs?
- Is it easy to design ESP courses according to the existing students' level?
- Could the Algerian educational syllabus designers provide courses that really meet civil engineering specific aims?
- What are the best tools and methodologies to sustain ESP learners' motivation?
- Is it possible to use the new technologies in the ESP course?

These questions will pave the way for research which could be undertaken for a doctorate thesis to bring effective changes and promote thinking in ESP learning/teaching process.



# BIBLIOGRAPHY

## BIBLIOGRAPHY

### Books

1. **AMES, C., & AMES, R.** (1989). Research in Motivation in Education. San Diego: Academic Press.
2. **BASTURKMEN, H.** (2006). Ideas and Options in English for Specific Purposes. Lawrence Erlbaum Associates. Inc.
3. **BHATIA, T. K., & RITCHIE, W. C.** (2009). The New Handbook of Second Language Acquisition. (2nd ED). Emerald Group Publishing Limited.
4. **BROWN, H. D.** (1980). Principles of language learning and teaching. Englewood Cliffs New Jersey. Prentice Hall Inc.
5. **CASEY, J.N., & UPTON, R.E.** (2008). Educational Curricula: Development and Evaluation. Nova Science Publisher. Inc.
6. **COLLIER, V. P.** (1999). Acquiring a Second Language for School. In I. A. Heath & C. J. Serrano (Eds.), Annual editions: Teaching English as a second language (pp. 16-21). Guilford, CT: Dushkin/McGraw-Hill.
7. **CUMMINS, J.** (2001). The Entry and Exit Fallacy in Bilingual Education. In C. Baker & N. H. Hornberger (Eds.), An introductory reader to the writings of Jim Cummins (pp. 110-138). Clevedon, UK: Multilingual Matters Ltd.
8. **DORNYEI, Z.** (1996). Moving Language Learning Motivation to a Larger Platform for Theory and Practice. In R. L. Oxford (ED), Language Learning Motivation: Pathways to the New Century. Honolulu: University of Hawaii Press.
9. **DORNYEI, Z.** (2001). Teaching and Researching Motivation. England: Pearson Education Limited.

10. **DUBIN, F., & OLSHTAIN, E.** (1986). Course Design: Developing Materials and Programs for the Language Learner. Cambridge: Cambridge University Press.
11. **DUDLEY-EVANS, T., & ST JOHN, M. J.** (1998). Developments in English for Specific Purposes: A Multi-disciplinary Approach. Cambridge: Cambridge University Press.
12. **ECHEVARRIA, J., VOGT, M., & SHORT, D. J.** (2004). Making Content Comprehensible for English Language Learners: The SIOP Model. (2nd ED.). Boston: Allyn & Bacon.
13. **FINOCCHIARO, A., & BRUMFIT, C.** (1983). The Functional-National Approach: From Theory to Practice. New York: Oxford University Press.
14. **GARDNER, R. C.** (1985). Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London, UK: Edward Arnold.
15. **GARDNER, R. C.** (2001). Integrative Motivation and Second Language Acquisition. In Z. DORNYEI & R. SCHMIDT. (Eds.), Motivation and Second Language Acquisition. Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
16. **GRAVES, K.** (1996). Teachers as Course Developers. England: Cambridge University Press.
17. **HARMER, J.** (2001). The Practice of English Language Teaching. Oxford: Longman.
18. **HUTCHINSON, T., & WATERS, A.** (1987). English for Specific Purposes: A Learning-centered Approach. Cambridge: Cambridge University Press.
19. **KENNEDY, C., & BOLITHO, R.** (1984). English for Specific Purposes. Hong Kong: Macmillan Publisher.
20. **LIGHTBOWN, M., & SPADA, N.** (1999). How Languages are Learned. (3rd ED). Oxford: Oxford University Press.

21. **MASTER, P.** (1997). ESP Teacher Education in the U.S. (1997). In R. **HOWARD & G. BROWN** (Eds.) Teacher Education for LSP (Languages for Specific Purposes) (pp. 22-44). Clevedon, UK: Multilingual Matters.
22. **MEDGYES, P.** (2002). Laughing Matters: Humour in the Language Classroom. (Cambridge handbooks for Language Teachers). Cambridge: Cambridge University Press.
23. **MILIANI, M.** (2003). Foreign Language Teaching Approaches, Methods and Techniques. Dar El Gharb.
24. **MUNBY, J.** (1978). Communicative Syllabus Design. Cambridge: Cambridge University Press.
25. **NUNAN, D.** (1992). Research Methods in Language Learning. Cambridge: Cambridge University Press.
26. **RICHARDS, J.C.** (2001). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.
27. **ROBINSON, P. C.** (1980). English for Specific Purposes. New York: Pergamon Press.
28. **ROBINSON, P. C.** (1991). ESP Today: A Practitioner's Guide. London: Prentice Hall.
29. **STREVENS, P.** (1980). Teaching English as an International Language: From Practice to Principle. Oxford: Pergamon Press.
30. **UR, P.** (1996). A Course in Language Teaching. Cambridge: Cambridge University Press.
31. **VERMA, G.K., & MALLICK, K.** (1999). Researching Education: Perspectives and Techniques. London and Philadelphia: Falmer Press.
32. **WALLACE, M. J.** (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.
33. **WIDDOWSON, H. G.** (1983). Learning purpose and language use, Oxford: Oxford University Press.

34. **WILKINS, D.** (1974). Notional Syllabuses and the Concept of a Minimum Adequate Grammar. In S.P. CORDER, & E. ROULET (Eds.), Linguistic Insights in Applied Linguistics. AIMAV/Didier.

### **Articles**

35. **ABO MOSALLEM, E.** (1984). "English for Police Officers in Egypt". The ESP Journal. 3, 171-181.
36. **ALHUQBANI, M.** (2005). "A Survey of the English Language Needs of Police Officers in Saudi Arabia". Proceedings of Imam Muhammad Bin Saud University Conference on Languages and Translations: Realty and aspiration.
37. **ALHUQBANI, M.** (2009). "A Study of Saudi Police Officers' Motivations and Attitudes for Learning English as a Foreign Language". Journal of King Saud University (Languages & Translation). 21,33-55.
38. **AL-HUNEIDI, A. & BASTURKMEN, H.** (1996). "The Language Needs Analysis Project at the College of Petroleum and Engineering." Unpublished paper, Kuwait University.
39. **AL-JURF, R.** (1994). "An ESP Program Model for Graduate Students at King Saud University Based on Academic and Occupational Needs". Journal of King Saud University. Educational Sciences and Islamic Studies. 6(1), 67-95.
40. **AL-KHATIB, M.A.** (2007). "English in the Workplace: An Analysis of the Communicative Needs of Tourism and Banking Personal". Asian EFL Journal. 7(2).
41. **AL-MUTAWA, N.** (1994). "Factors influencing English Language Teaching and Learning in the Secondary Schools of Kuwait". Educational Sciences (Institute of Educational Studies, Cairo University). 1(2). 33-62.

42. **AL-TAMIMI, A., & MUNIR SHIB.** (2009). "Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology". GEMA Online™ Journal of Language Studies. 9(2), 29-55.
43. **ATKINSON, D.** (1987). "The Mother Tongue in the Classroom". ELT Journal. 41(4), 241-247.
44. **BOYLE, J.** (2000). "Education for Teachers of English in China". Journal of Education for Teaching. 26(2), 147-155.
45. **CROOKES, G., & SCHMIDT, R. W.** (1991). "Motivation: Reopening the Research Agenda". Language Learning. 41 (4), 469-512.
46. **DHAIF-ALLAH, A.** (2005). "An Exploration of Saudi Students' Integrative and Instrumental Motivation for Learning English". In Occasional Papers in the Development of English Language Education. 39, 55-113. Cairo: ASU.
47. **DORNYEI, Z.** (1990). "Conceptualizing Motivation in Foreign-Language Learning". Language Learning, 40, 45-78.
48. **DORNYEI, Z., & OTTO, I.** (1998). "Motivation in Action: A process Model of L2 Motivation". Working Papers in Applied Linguistics, Thames Valley University, London. 4,43-69.
49. **GARDNER, R. C., & LAMBERT, W. E.** (1959). "Motivational variables in second language acquisition". Canadian Journal of Psychology. 13, 266-272.
50. **GARDNER, R. C.** (1983). "Learning another Language: A True Social Psychological Experiment". Journal of Language and Social Psychology. 2, 219-240.
51. **GORHAM, J., & CHRISTOPHEL, D. M.** (1992). "Students' Perceptions of Teacher Behaviors as Motivating and Demotivating Factors in College Classes". Communication Quaterly. 40, 239-252.

52. **HAMP-LYONS, E.** (1983). "Motivation for Learning English as a World Language: Integrative and Instrumental". World Englishes. 2(3), 145-149.
53. **JEFFREY, D. M., & Warrington, S. T.** (2005). "A Rational for Passivity and De-motivation Revealed: An Interpretation of Inventory Results Among Freshman English Students". Journal of Language and Learning. 3(2).
54. **KISSAU, S.** (2005). "Gender Differences in Second Language Motivation: An Investigation of Micro-and Macro-Level Influences". Revue. 9(1), 73-96.
55. **LAI, M.** (2005). "Language Attitudes of the First Postcolonial Generation in Hong Kong Secondary Schools". Language in Society. 34, 363-388.
56. **MADDOCK, J.** (1994). "Language in the Higher Education Curriculum: The South Australian Case". European Journal of Education. 29(3), 247-253.
57. **MARSHALL J.M.** (2002). "Learning with Technology: Evidence that Technology Can, and Does Support Learning". San Diego, CA: Cable in the classroom.
58. **MASGORET, A.M., & GARDNER, R. C.** (2003). "Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates". Language Learning. 53, 123-163.
59. **MILIANI, M.** (1985). "Course Design: An experiment". UNESCO Alsed – LSP Newsletter. 8, 2 (21). LSP Center, CBS Denmark.
60. **MILIANI, M.** (1991). "Self-Access Learning: It takes Resourceful Learners to Be Autonomous". English Language Teaching in the Maghreb: Focus on the Learner. Proceedings of the XIIth MATE Annual. Conference. 68-71.
61. **MUKKATASH, L.** (1986). "Persistence in Fossilization". International Review of Applied Linguistics. 24, 187-203.
62. **MUSA, M. A.** (1985). "Why Don't Our Students Speak English Fluently after Eight Years of Study?" Journal of Education (UAE). 38, 67-72.

63. **OXFORD R. & SHEARIN, J.** (1994). "Language learning motivation: Expanding the theoretical framework". The Modern Language Journal. 78(1), 12-28.
64. **PANG, J., ZHOU, X., & FU, Z.** (2002). "English for International Trade: China enters the WTO". World Englishes. 21 (2), 201–216.
65. **PRITCHARD, M & NASR, A.** (2004). "Improving Reading Performance among Egyptian Engineering Students: Principles and Practices". English for Specific Purposes. 23, 425–445.
66. **RIDDELL, P.G.** (1991). "Analyzing Student Needs in Designing Specific Purposes Language Syllabuses". Language Learning Journal. 3, 73-77.
67. **ROSS, N. J.** (2000). "Interference and Intervention: Using Translation in the EFL Classroom". Modern English Teacher. 9(3).
68. **SCHMIDT, S.** (1995). "Use of Japanese in the EFL Classroom". ERIC Document Reproduction Service. No.EDU 61280.
69. **SIVAN, E.** (1986). "Motivation in Social Constructivist Theory". Educational Psychologist. 21(3), 209-233.
70. **SKEHAN, P.** (1991). "Individual Differences in Second-Language Learning". Studies in Second Language Learning. 13, 275-298.
71. **VAEZI, Z.** (2008). "Language Learning Motivation among Iranian Undergraduate Students". Journal of World Applied Sciences. 5(1), 54-61.
72. **VOGET, C. & OLIVER, D.** (1999). "Kuwait University Faculty of Medicine Students' Attitudes towards English and English Based Curriculum." Almanakh. 8(1), 9-17.
73. **ZYGHOU, M., & TAMINIAN.** (1984). "The Linguistic Attitude of Arab University Students: Factorial Structure and Intervening Variable". The International Journal of Sociology of Language. 50.
74. **ZYGHOU, M.** (1987). "Restructing the English Departments in the Third World Universities". IRAL. 221-236.



## **Thesis**

75. **ALLAL, R.** (2009). ESP Syllabus Design: A Case Study of First Year International Commerce Students Djillali Liabes University– Sidi Bel Abbas. M.A Thesis. University of Tlemcen.
76. **AL-AHDAL, A. A.** (2008). English for Medical Students of Hodeidah University, Yemen: A Pre-Sessional Course. University of Hyderabad.
77. **BA-UDHAN, A.S.** (2010). Impact of Students' Attitudes on their Achievement in English: A Study in the Yemeni Context. M.A Thesis. University of Hyderabad.
78. **DEHRAB, B.** (2002). A Study of Code-Switching in Four English for Specific Purposes (ESP) Classrooms at the College of Business in Kuwait. PHD Thesis. The Ohio State University.
79. **GARDNER, R. C.** (1960). Motivational Variables in Second Language Acquisition. PHD. Thesis. University of Mc Gill.
80. **GHOBAIN, A. E.** (2010). ESP in Medical Schools and the Balance between EFL and ELF from Students' Perspective: A Study at Jazan University. M.A Thesis. University of Warwick.
81. **LIFRIERI, V.** (2005). A Sociological Perspective on Motivation to Learn EFL: The Case of Escuelas Plurilingues in Argentina. MA. Thesis. University of Pittsburgh.
82. **MANTOOTH, J. D.** (2010). The effect of Professor Humor on College Students' Attention and Retention. PHD. Thesis. University of Auburn.
83. **OUNIS, S.** (2005). English for Specific purposes: A Case Study of the 1<sup>st</sup> Year Student at the Department of Agronomy. MA. Thesis. University of Batna.
84. **QASHOA, S.** (2006). Motivation among Learners of English in the Secondary School in the Eastern Coast of the UAE. MA. Thesis. British University in Dubai.

85. **SALAM, N. M.** (2006). The Role of Motivation, Gender and Language Learning Strategies in EFL Proficiency. MA. Thesis. American University of Beirut.
86. **SALMANI-NODOUSHAN, M.A.** (2002). Text Familiarity, Reading Tasks, And ESP Test Performance: A Study on Iranian LEP and Non-LEP University Students. PHD. Thesis.
87. **UZUM, B.** (2007). An Investigation of Turkish Students' Attitudes towards English and English Speaking Societies. MA. Thesis. University of Turkey.
88. **YERBOUB, R.** (2008). The Place of Task-Based Learning in the New Algerian Curriculum: The Case Study of First Year Middle School Learners of English. M.A Thesis. University of Algiers.

### **Webliography**

89. **CHAISSON, P. E.** (2002). *Humor in the second language classroom; It's not a laughing matter.* Retrieved June 8, 2011 from: <http://www.caslt.org/Print/humourp.htm>.
90. **CRUZ, A. C.** (2010). *The Roles of the ESP Practitioner: A Check of the ESP Teachers' Work.* Retrieved June 13, 2011, from <http://www.scribd.com/doc/58841041/Esp-Practitioner-v2>
91. **GARDNER, R. C.** (2001). *Integrative Motivation: Past, Present & Future.* A paper presented At the Distinguished Lecturer Series, Temple University Japan, Tokyo, February 17, 2001. Retrieved October 30, 2003, from <http://publish.uwo.ca/~gardner/Gardner Public Lecture1.pdf>.
92. **GATEHOUSE, K.** (2001). *Key Issues in English for Specific Purposes. (ESP) Curriculum Development.* Retrieved June 20, 2011 from: <http://iteslj.org>.
93. **GOLDMAN, S., COLE, K., & SYER, C.** (1999). *The Technology/Content Dilemma.* Paper presented at The Secretary's Conference on Educational

Technology-1999, Washington, D.C. Retrieved Mai 20, 2011 from:  
<http://www.ed.gov/print/rschstat/eval/tech/techconf99/whitepapers/paper4.html>.

94. **JOESBA, M., & ARDEO, G.** (2005). *Student Engineers, ESP Courses, and Testing with Cloze Tests.* Retrieved April 2, 2010 from:  
<http://www.asian-esp-journal.com/>.
95. **KEBLAWI, F.** (2005). *Demotivation among Arab Learners of English as a Foreign Language.* Retrieved Mai 24, 2010 from:  
<http://www.readingmatrix.com/conference/pp/proceedings2005>.
96. **MAN-FAT, M.** (2004). *An Exploration of the Role of Integrative Motivation Achievement of English Language Learners in Hong Kong.* *Karen's Linguistics Issues.* Retrieved on June 13 2010 from:  
<http://www3.telus.net/linguisticsissues/motivationhk>.
97. **NORRIS, H.J.** (2005). *Motivation as a Contributing Factor in Second Language Acquisition.* (On-line). Available from:  
<http://iteslj.org/Articles/Norris-Motivation.html>.

# APPENDICES

## APPENDIX 01

### Glossary

**Achievement:** A measurement of what a person knows or can do after training.

**Attitude:** A persisting feeling or emotion of a person that influences choice of action and response to stimulus. It is defined as a disposition or tendency to respond positively or negatively towards an idea, an object, a person or a situation.

**Audio-Visual Aids:** aids such as blackboard, tape recorders, films, radios, language laboratories, films, flashcards, video-tape recorders, overhead projectors (OHP), and television.

**Curriculum:** Finocchiaro and Brumfit (1983) state that a curriculum “*specifies the knowledge, skills and insights the students will be expected to acquire through a series of in-class or out out-of-school tasks and activities designed to foster learning.*”

**Communication:** refers to the transmission of a message (or information) between a sender (source) and a receiver (target) using a system of signs and or signals (e.g. language).

**Communicative Competence:** ability to achieve successful communication in English in any given situation. It includes not only linguistic competence (i.e. the mastery of the abstract system of rules) but also the attitudes, values, and social rules concerning a given language. (Miliani, 2003).

**Instrumental Motivation:** instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus, referring to a more functional reason for learning language. (Gardner and Lambert, 1972).

**Integrative Motivation:** *“learning a language because the learner wishes to identify himself with or become integrated into the society of the target language”* (Gardner, 1983: 203).

**Lexis:** *“Another name for vocabulary: i.e. the words in a language which communicate meaning.”* (Tomlinson, B. 1984).

**Motivation:** *“... the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. When the desire to achieve the goal and favourable attitudes towards the goal are linked with the effort or the drive, then we have a motivated organism”* (Gardner, 1985: 10-11).

**Needs analysis:** A method used to determine training needs by reviewing work tasks, identifying performance factors and objectives, and defining training objectives and recommendations.

**Proficiency:** *“...ability to function effectively through language in particular setting and context”.* (Porter).

**Selection:** in syllabus design, decision about which linguistic items to include this is done according to learner’s teachability and frequency of accuracy of the items considered. (Miliani, 2003).

## **APPENDIX 02**

### **Teachers' Questionnaire**

**Democratic and Popular Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Hassiba Benbouali University of Chlef  
Faculty of Letters and Human Sciences  
Department of English  
EDOLAS**

**Dear Teacher,**

**You are kindly requested to answer the following information.**

#### **I-Personal information:**

**1-Which degree do you have?**

- a- licence of English.
- b- magister of English.
- c-others (specify).

**2-What is your status as a teacher?**

- a-full time
- b-part time

**3-Have you had any specific training in the teaching of English as a foreign or second language?**

Yes

No

**II-English courses:**

**4-In the course, do you focus on:**

a-lexical items related to general English.

b-lexical items related to scientific English.

c-lexical items related to Engineering Science.

**5- Do you use specific materials?**

Yes

No

**6-Which of the following skills do you give more emphasis in the course:**

a-listening

b-speaking

c-reading

d-writing

**7-Do you use translation from one language to another?**

Yes

No

**-If yes, specify.**

**8-Are you given any programme that you use to implement your courses?**

Yes

No

**9-Do you meet teachers of the Engineering Department to discuss and comment your courses and the programme as a whole?**

Yes

No



**10-Do you think that the English courses done satisfy your students' needs?**

Yes

No

**11-Do you think that your students are motivated?**

Yes

No

**12-According to you, what are the external factors that affect the students' motivation and the teaching/learning process?**

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

**13-According to you, what are the methodologies and the techniques should be used to motivate Civil Engineering Students?**

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

**Thank You**

## **APPENDIX 03**

### **Students' Questionnaire: (English Version)**

**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Hassiba Benbouali University of Chlef**  
**Faculty of Letters and Human Sciences**  
**Department of English**  
**EDOLAS**

**Dear Student,**

**You are kindly requested to answer the following information.**

#### **I-Personal background:**

**1: How long have you been studying English?**

7      8      9      more than 10.

**2: What is your level of English?**

Very good

Good

Average

Low

**II-Reasons for studying English:**

**3: Why do you study English?**

Items	Very important	Important	Not important
1. Studying English can be important for me because it enables me to get better job.			
2. Studying English can be important for me because I will need it for advancing my future career.			
3. Studying English can be important for me because it will make me a more knowledgeable person.			
4. Studying English can be important for me because it allows me to make contact with people			
5. Studying English can be important to me as it will enable me to be more at ease with other people who speak English			
6. Studying English can be important for me because it enables me to participate more freely in the activities of others cultural groups.			

**III-English classes:**

**4- Do you think that English is important for your field?**

Yes

No

**5-Do you attend English classes?**

Yes

No

**6-Attendance of these English classes is:**

Compulsory

Optional

**7-How useful was the course for your purpose?**

Very useful

Somewhat useful

Not useful

**8-How satisfied were you with the following:**

	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Not satisfied</b>
<b>Teacher</b>			
<b>Personality</b>			
<b>Sense of Humor</b>			
<b>knowledge</b>			

**English  
Classes**

<b>Materials Used</b>			
<b>Methodology Used</b>			
<b>Teaching Aids(technology)</b>			
<b>Course Duration</b>			
<b>Course Content</b>			

**9-Do you want the teacher to touch upon more topics?**

Yes

No

**If yes, write them down**

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

**10-What are the skills you have most concerned on?**

Listening

Speaking

Reading

Writing

**11-Do you use books, documentation in your own field printed in English?**

Yes

No

**12-Do your teachers encourage you to use scientific documentation written in English?**

Yes

No

**If yes, what are the objectives of the use of this specific documentation?**

a-to develop your knowledge in relation with the whole programme of Engineering science

b-to write summaries essays according to your teacher's instruction

c-to prepare for examination

e-others (please specify)

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

**13-According to you, what are the external factors that influence your motivation negatively?**

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

**14-What should the teacher do to improve the course and motivate you?**

.....  
.....  
**Thank You**

## **APPENDIX 04**

### **Students' Questionnaire: (Arabic Version)**

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي و البحث العلمي

جامعة حسيبة بن بوعلي الشلف

كلية الآداب و العلوم الإنسانية

قسم اللغة الانجليزية

**EDOLAS**

عزيزي الطالب :

مشاركتم مرحب بها لردكم عن الاستفسارات التالية:

I -معلومات قاعدية:

1-ماهي عدد سنوات دراستك للغة الانجليزية؟

7 8 9 اكثر من 10

2-ماهو مستواك في اللغة الانجليزية؟

ممتاز

جيد

متوسط

ضعيف

II -دوافع دراسة اللغة الانجليزية:

3-لمادا تريد دراسة اللغة الانجليزية؟

غير مهم	مهم	مهم جدا	
---------	-----	---------	--

			1-دراسة الانجليزية مهمة بالنسبة لي لأنها تساعدني في الحصول على عمل لائق
			2-دراسة الانجليزية مهمة بالنسبة لي لأنني احتاجها في مواصلة دراستي
			3-دراسة الانجليزية مهمة بالنسبة لي لأنها تجعلني إنسانا مثقفا
			4-دراسة الانجليزية مهمة بالنسبة لي لأنها تمكنني من التعرف على شعوب مختلفة
			5-دراسة الانجليزية مهمة بالنسبة لي لأنها تجعلني في ارتياح مع الأشخاص المتخاطبين بها
			6- دراسة الانجليزية مهمة بالنسبة لي لأنها تمكنني من المشاركة في النشاطات الثقافية للمجموعات الأخرى

### III-دروس الانجليزية:

4-هل تعتقد أن دراسة اللغة الانجليزية مهمة في تخصصك؟

لا

نعم

5- هل تداوم حضور دروس اللغة الانجليزية؟

لا نعم

6- حضور هذه الدروس:

إجباري اختياري

7- ما مدى تلبية الدرس لأهدافك؟

مفيد جدا مفيد نوعا ما غير مفيد

8- ما مدى رضاك بالنسبة للأمور التالية:

المعلم:

غير راض	راض	راض جدا	
			الشخصية
			روح الدعابة
			معلومات عن التخصص

دروس اللغة الانجليزية:

غير راض	راض	راض جدا	
			الأدوات المستعملة
			المنهجية المستعملة
			الوقت المخصص
			محتوى الدرس

9- هل تريد من الأستاذ تدريس موضوعات أخرى؟

لا نعم

إذا كانت نعم اذكرها:

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

10- ماهي المهارات التي تركز عليها؟



الاستماع

المحادثة

القرأة

الكتابة

11- هل تستعمل كتباً و بحوثاً مكتوبة باللغة الانجليزية في اختصاصك؟

لا نعم

12- هل يشجعكم أستاذكم باستعمال بحوث علمية مكتوبة بالانجليزية؟

لا نعم

إذا نعم ، ماهي الأهداف من استعمال هذه البحوث المتخصصة؟

لتطوير معلوماتك المرتبطة ببرنامج علم الهندسة المدنية

لكتابة ملخصات متبعا لتعليمات أستاذك

للتحضير للامتحان

لأهداف أخرى

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

13- بالنسبة إليك ، ما هي العوامل الخارجية التي تؤثر على محفزاتك سلبيا؟

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

14- ماذا يجب على الأستاذ فعله ليطور الدرس و يحفزك؟

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

شكرا لكم

