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INVESTIGATING THE LEARNERS' NEEDS IN AN EAP CONTEXT

The Case of First Year Master Students in the Islamic Studies Department of Human Sciences and Islamic Culture Faculty at Oran 1 University

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Dedication

To my beloved parents Lazreg and Hamidi Fatima.

To my dear brothers Mohamed and Bilal.

To my friends: Djamilia, Fatima, Rachida and Amina.

Acknowledgments

I would like to express a special thanks and gratitude to my honourable supervisor **Mrs. Sihem BENAOUA** for her guidance, advice and support during this period of research.

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Abstract

Learning English for academic studies and professional purposes is one of the major demands of globalisation; therefore, meeting the specific needs of learners requiring English for Academic Purposes has become a necessity. In this regard, the present research aims at investigating the students' needs in the use of English for Academic Purposes at the Islamic Studies field in the context of Algerian higher education. It also aims to improve the teaching/learning processes of English language through providing a guideline to English for Islamic Studies courses which cope with the students' target needs. To carry out this study, a triangulation of data gathering instruments was employed. It includes a questionnaire and a semi-structured interview; the questionnaire was submitted to twenty one First-Year Master students at the Islamic Studies Department of Human Sciences and Islamic Culture Faculty, in Oran 1 University, Algeria. Whereas the semi-structured interview was conducted with two English for Specific Purposes teachers who are supposed to know more about their students' needs. Thus, needs analysis process has a crucial importance in making English for Islamic Studies learning more effective and successful. The research results revealed the absence of both real ESP courses for Islamic Studies and the formation of the teachers in ESP field. In addition, the target students have a palpable weakness in English language and they need to develop the four language skills, especially the interactive ones (listening and speaking). Moreover, conducting a needs analysis is a necessity so as to identify the Islamic Studies students' linguistic needs (lacks, necessities and wants) in English language for the design of effective courses for Islamic Studies. Based on the research findings, some recommendations have been provided for teachers or course designers to enhance the process of teaching English for Islamic Studies

Keywords: English for Specific Purposes; English for Academic; English for Islamic Studies (EIS), Needs Analysis.

List of Abbreviations

EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
EGOP	English for General Occupational Purposes
EGPP	English for General Professional Purposes
EIS	English for Islamic Studies
EOP	English for Occupational Purposes
EPP	English for Professional Purposes
ESP	English for Specific Purposes
ESAP	English for Specific Academic Purposes
ESPP	English for Specific professional Purposes
ESOP	English for Specific Occupational Purposes
GE	General English
NA	Needs Analysis
LSA	Target Situation Analysis
PSA	Present Situation Analysis
TSA	Target Situation Analysis
etc	et cetera
ibid.	ibidem ‘in the same work’
i.e.	idest, ‘that is in other words’

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General Introduction

General Introduction

Today, teaching of ESP is gaining popularity throughout the world. Most authorities and institutions are aware that well organized ESP courses can prepare students for the encounter with globally competitive world. Despite the importance of teaching English for Specific Purposes in Algeria, particularly Islamic Studies learners, there have been very rare studies that generally and specifically examine the English language needs of Islamic Studies learners. Hence, the English for Academic Purposes courses for Islamic Studies students are very limited in comparison with the other field of study.

Personally, I have chosen to deal with English for Islamic Studies because I have always been influenced by studying in the Islamic Studies Department but I never do. Now I am specializing in English language and as already know that English language taught to different students from different specialties then why not dealing with it. I also have found that there are rarely if any study research undertaken to investigate the ESP teaching/learning process in the discipline of Islamic Studies. Based on this my research is conducted.

In fact, ESP courses in the department of Islamic Studies of Human Sciences and Islamic Culture at Oran University in Algeria are limited to learning general English basing on teaching grammar, vocabulary and pronunciation using the same methods and the same instructional materials used in different departments. A method which fundamentally ignores the learners' personal interests and weaknesses leads to low motivation in their English studies and, in turn, low performance when they use English in their future career. So the main problematic of teaching English to Islamic Studies learners is the lack of concern about the Islamic Studies students' needs in English language and the English courses offered are not designed on the basis of the analysis of the English language needs.

The present study aims at investigating the role of needs analysis to identify the Islamic Studies students' needs in order to improve the process of teaching/ learning of English language and provide a guideline for the effectiveness of English for Islamic Studies courses which help the Islamic Studies students understand their own discipline in the target language.

Based on these objectives, two main research questions are asked and analyzed all along the research study:

1. What are the Islamic Studies students' linguistic needs to grasp a proficiency in English?

2. Do the present ESP/EAP courses offered to Islamic Studies students fulfill their target needs?

Since the study is based on three major research questions and so as to find answers to these questions, It is suggested these following hypotheses:

1. If learners' lacks, necessities and wants are taken into consideration, the learning of English would be successful and students would achieve an efficient proficiency in English.
2. The ESP/EAP courses offered to Islamic Studies students do not meet their target needs and do not develop the English learning skills that are required in the learners' academic studies as well as their professional career.

The present research study makes use of both the quantitative and qualitative methods to produce a more accurate and credible analysis of the data. The quantitative data collected via a questionnaire that provides the research with the necessary data in order to identify the Islamic Studies learners' lacks and weakness in English language and reveal their real needs and wants in EAP courses. The students' questionnaire was translated into Arabic in order to make the questions comprehensive for the sample students. The second method is qualitative where data are collected via a semi-structured interview which is used in this study as additional data from teachers to obtain direct information about the learner's lacks, necessities and wants and know more about the current situation of teaching English in the context of Islamic Studies.

Thus, the sample population is First-Year Master students in the Department of Islamic Studies, Faculty of Human Sciences, at Oran University in Algeria. The teachers who took part in the investigation are English language teachers from the Department of Islamic Studies.

As far as the structure of this research study is concerned, it is divided into three chapters. The first one deals with the literature review where the theoretical background about the topic is tackled. This chapter presents definitions to ESP and its types. It also sheds light on the ESP teacher; his characteristics, his role as well as his collaboration with subject teachers. Besides, it deals with the definition of ESP, its types and its approaches. Lastly, it tackled the ESP courses with much concern on English for Islamic Studies courses, instructional materials and specific terminology.

The second chapter is mainly concerned with the description of the methodology design of the present research study taking into consideration many aspects of the investigation such as: the setting where English is used through clarifying the actual situation

General Introduction

of teaching English for Islamic Studies in one of the Algerian universities (the one of Oran 1), the choice of the method, the participants, the research tools and the data collection procedure.

The third chapter represents the analytical part. It deals with the analysis and interpretation of the students' questionnaire, the teachers' semi-structured interview and finally provides some suggestions and recommendations for the improvement of English for Academic Purposes courses in the discipline of Islamic Studies.

Chapter One

English for Islamic Studies

Introduction

This purely theoretical chapter tackles very important points. It starts with different definitions of ESP provided by different scholars moving to its branches. In addition, it provides some information about the ESP teacher (his characteristics, his role and his cooperation with content teacher). Moreover, this chapter provides a theoretical review about needs analysis, its types and approaches. It also highlights the significance of ESP course design. Finally, and in order to limit the scope of the present study, the last title tackles the core of this investigation and looks specifically at the objectives of English for Islamic Studies course, EIS instructional materials and EIS terminology.

1.1 Definitions to English for Specific Purposes:

Despite the existence of ESP for more than decades, it is not easy to reach an acceptable definition of ESP and there still has been a considerable debate regarding its exact meaning. In this context, Strevens (1980) states “a definition to ESP is both simple and watertight and not easy to produce” (p.109). Accordingly Ewer (1981, p.2) cited by McDonough (1984) indicates that:

...the terminology of ESP is now getting into such a confused and contradictory state that in my experience it is impossible to carry on a discussion about the subject with practitioners outside one's work-group for more than a few minutes without misunderstandings arising from this source (p.1).

However, many scholars have come with a different perspective and have addressed the task of defining ESP. For Mackay and Mountford (1978) state that ESP is generally used “to refer to the teaching/ learning of foreign language for clearly utilitarian purposes of which there is no doubt” (p.2). Furthermore, they indicate that “this purpose is usually defined with reference to some occupational requirement” (ibid.).

Similarly, Harmer (1983) specified that “ESP is situations where the learner has some specific reasons to learn a language i.e. learners want to learn the target language to fulfil specific reasons which can be academic or occupational” (p.1).

According to Hutchison and Waters (1987) ESP is regarded as an approach to language teaching where decisions as to content and method are centred on the learners' aim from learning.

However, in a more recent study, Dudley-Evans and St. John (1998) have modified Strevens' (1988) definition and exposit their revised view on ESP in terms of 'absolute' and 'variable' characteristics. They are as follows:

A. Absolute Characteristics

1. ESP is defined in terms of the learners' specific needs
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres appropriate to these activities.

A. Variable Characteristics

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. 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.
4. ESP is generally designed for intermediate or advanced Students.
5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Based on these absolute and variable characteristics, the students of Islamic Studies can study English in the form of ESP because they fulfil the characteristics such as the specificity of the discipline.

All in all, in the light of the above cited definitions, it can be concluded that the researchers agree on the fact that ESP is about: the specific context and the learners' needs for learning the target language.

1.2 Branches of ESP

Researchers such as Strevens (1988), Dudley-Evans and St. Johns (1998), Jordon (1989) and Basturkmen (2010) divided ESP into two main branches: English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

1.2.1 English for Academic Purposes

English for Academic Purposes or as it is referred (EAP) implies teaching English in an academic setting as colleges, institutes or universities for the motif of achieving academic objectives. In this context, Kennedy et al (1984) claim that ESP is taught generally within educational institutions to students reading English in their studies.

According to Johns (1990), EAP courses emphasize the development of vocabulary, discourse and register set to the field of specialisation using a foreign language. Within these courses students develop language skill pertinent to the teachings and research in their future area of specialism.

As far as this investigation is concerned, basing on the areas of ESP teaching developed by Basturkmen (2010), English for Islamic Studies (EIS) can be put underneath the branch of English for Academic Purposes (EAP), sub branch of English for Specific Academic Purposes (ESAP) together with English for Law Studies.(cited in Muhsinin,2013) (See Table 1.1)

Branch	Sub branches	Examples
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies English for Islamic Studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality Industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Table 1.1: Areas of ESP Teaching (Basturkmen2006)

Therefore, by using Islamic teaching materials written in English as the content of the course, this will enable learners develop their English language proficiency and at the same time learn Islamic values. This sub-branch uses special terms and aims at advancing both students’ academic and professional development.

1.2.2 English for Occupational Purposes

English for Occupational Purposes or EOP, as Kennedy (1984) et al define, “is taught in a situation in which learners need to use English as part of their work profession” (p.4). Similarly, Dudley-Evans and St. John (1998) focus on the link between professional activity (profession) and the knowledge of the English language. The content of the language teaching is defined by the learners’ work-related needs. Moreover, EOP course aim at teaching language practical skills in a specific contexts in order to enable the learners operating successfully in their subject of specialisation, professions and workplaces.

1.3 ESP Teachers

The majority of ESP teachers are majoring at general English, graduating from ELT. They haven’t experienced of using ESP teaching materials or techniques. Strevens (1988) regards an ESP teacher as a virtually a teacher of general English but has suddenly been asked to teach students been asked to teach students with ESP needs.

1.3.1 Characteristics of ESP teachers

According to Hutchinson and Waters (1987), ESP teacher require having:

- a positive attitude towards the ESP content;
- a knowledge of fundamental principles of the subject area;
- an awareness of how much they probably already know (p.163).

Thus, the ESP should become an interested learner of the subject matter; he does not need learn highly specialized texts but rather should know the basic knowledge of the target discipline (Hutchinson and Waters, 1987).

1.3.2 The Role of ESP Teachers

The term of ESP practitioner, instead of ESP teacher, is preferred by Dudley-Evans and St. John (1998). They specified “five diverse key roles to be performed by the ESP practitioner: teacher, course designer and material provider, collaborator, researcher and evaluator” (p.13). (See Figure 1.1)

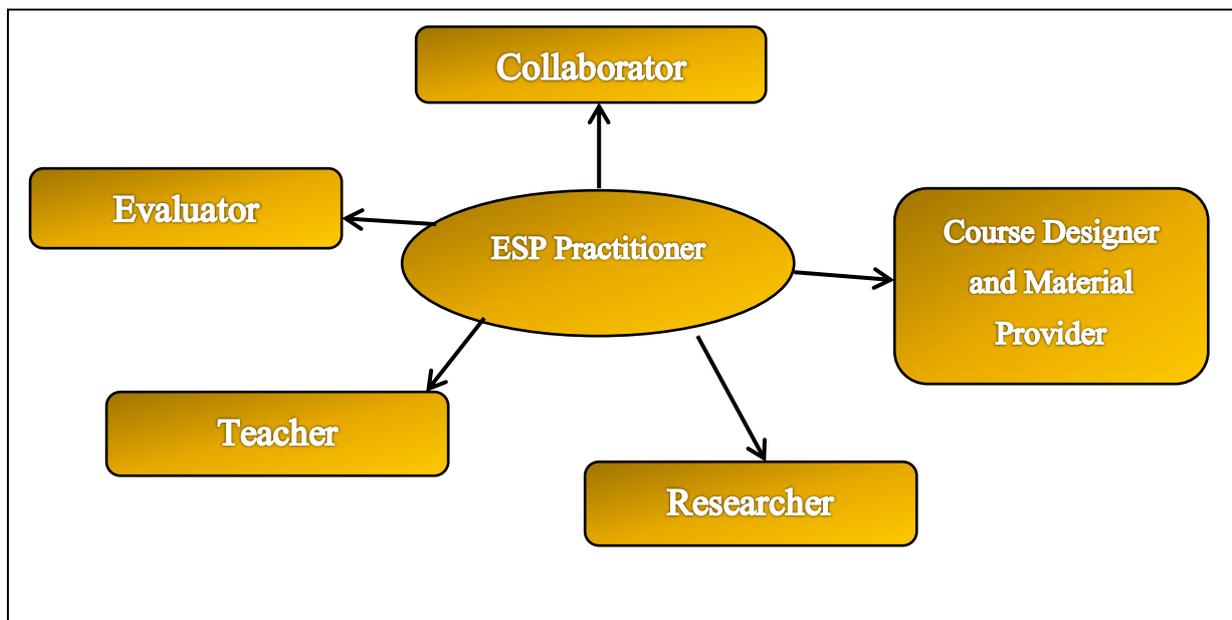


Figure 1.1: the Role of ESP Teacher, Dudley-Evans & St. John (1988, p.13)

As a teacher, the main role of ESP teacher is to create opportunities of learning through choosing adequate teaching methods and appropriate materials to be convenient with the learners' requirements.

As a course designer and material provider, the ESP practitioner should create his proper personal courses and adjust authentic materials used in workplace. besides, he must take into account: environment analysis, students' needs principles, goals, content and sequencing.

As a researcher, the ESP practitioner should investigate the students' target needs, goals and wants; what they really want to achieve.

As a collaborator, the ESP practitioner should work closely with the content specialists since he lacks knowledge of the target discipline.

Moreover, the ESP practitioner works as an evaluator in order to investigate the several stages in the evaluation process; before the course, during the course and after the course.

1.3.3 Collaboration between ESP Teacher and Content Subject Teacher

In the purpose of developing knowledge in the field of specialization and realizing proficiency in the target language, Dudley-Evans and St. John (1988) propose the collaboration with subject specialist pointing out that materials should be produced in joining between a language instructor and content specialist. Furthermore, they classified the teamwork into three stages: co-operation, collaboration and team teaching. Firstly, co-operation means collecting materials from the subject department about course content and the tasks required of students. Secondly, collaboration refers to the mutual work of the ELT teacher and the content specialist the ESP classroom so as to provide the learners with appropriate tasks and activities. Thirdly, the team-teaching is the joint between ELT teacher and content subject teacher in the same classroom as giving advice to clarify points about the core of the subject. However, this latter is difficult to put it into practice in ESP domain because of its complexity.

1.4 Needs Analysis (Understandings and Purpose)

Needs analysis has become a part of language teaching and systematic curriculum development since mid-1970s. Needs Analysis (NA) also known as needs assessment has a crucial role in the process of designing and carrying out any language course whether it is English for Specific Purposes (ESP) or English for General Purposes (EGP).

Accordingly, the vast majority of researchers and ESP practitioners consider the process of needs analysis as a key parameter to the specification of the students' needs and the first stage for the design of successful ESP course. According to Dudley-Evans and St. John (1998) needs analysis is regarded as the corner stone of ESP and leads to a very focused course.

In fact, Needs analysis have been defined variously by many researchers. Among them, Iwai et al. (1999), needs analysis generally denotes the activities involved in collecting information that will serve as the basis to elaborate a curriculum consistent with the needs of a particular group of students.

In the same line of thoughts, Nunan (1988) defines 'needs analysis' as "the techniques and procedures for obtaining information from and about learners to be used in curriculum development" (p.158). Furthermore, Nunan pinpoints that information about learners could be obtained from other sources (e.g. content instructors).

Similarly, Brown (2001, p. 35) defines needs analysis as “the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students”.

With regard to Hutchinson and Waters’ (1987) definition, it seems that it is of paramount importance since they define needs analysis as a cyclic process that can be proceeded before the planning of the course takes place as well as during the course and may be carried on till the end of the designed course if the objectives are not met. Thus, Hutchinson and Waters’ definition gives insights to the continuity of assessment and evaluation of the learners needs.

Furthermore, NA plays an important role in designing of ESP courses and provides the learner with effective and successful English learning. In this context, Therefore, Richards (2001), has described some potential purposes to needs analysis:

- To find out what language skills a learner needs in order to perform a particular role, such as sales managers, tour guides, or university students.
- To help determine if an existing course adequately addresses the needs of potential students.
- To identify a gap between what students are able to do and what they need to be able to do.
- The information obtained can then serve as a basis for planning a training program (p.52).

In short, it is remarkable that achieving a unified and absolute definition for needs analysis seems to be far reaching. The various definitions of needs analysis provided by researchers are due to the changeability of learners’ needs. However, it can be concluded that needs analysis helps the course designer place a learner on an appropriate course, and gives focus to the course. It serves as an important initial step in designing ESP courses for further development of teaching materials, learning activities, tests, program evaluation strategies. Besides, NA is a continuous process through which ESP teachers or course designers can add, adjust or adapt items to the ESP course.

1.4.1 Types of Needs Analysis

Hutchinson and Waters (1987) suggest two types of needs: target needs and learning needs; they can be illustrated as follows:

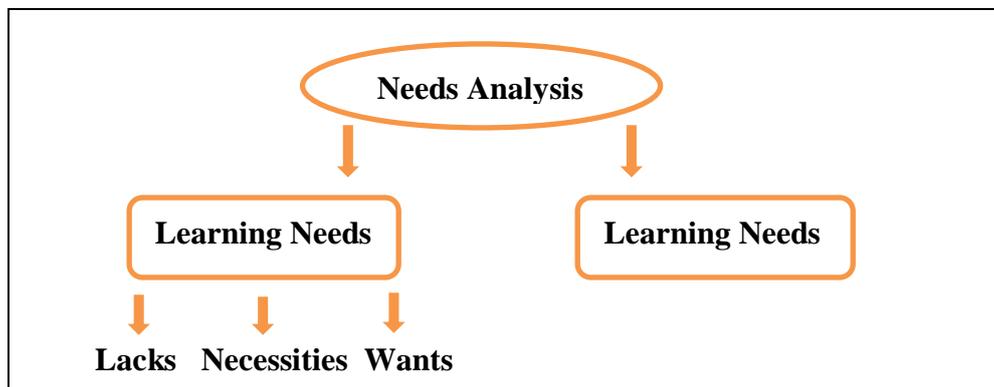


Figure 1.2: Hutchinson and Waters' Classification of Needs (1987)

1.4.1.1 Target Needs

It referred to what the learner needed to do in the target situation. It is about the identification of the linguistic component of the target situation. Hutchinson and Waters (1987) consider the target needs as an umbrella term that hides a number of distinctions that were defined as lacks, necessities and Wants.

a) Necessities

Necessities refer to 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.

In the case of Islamic Studies, Smaihi (2019) notes that learners need to understand theological English which helps to create interest in them to learn English.

a) Lacks

In brief, lacks refer to the gap between the existing proficiency level of the learner and his target proficiency level. In others, the gap between the existing knowledge and the part they are lacking and which needs more focus.

a) Wants

Wants refer to what learners personally want the course to provide them with, i.e. Learners' wants are considered as the most important input in the Needs Analysis process and cannot be ignored in the improvement of ESP courses.

1.4.1.2 Learning Needs

It refers to what the learner needs to do in order to learn. In this regard, Xiao (2007) extends the definition saying that "learning needs are factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background (p.2).

1.4.2 Approaches to Needs Analysis

At present, to design an ESP course, one should rely on one of the following approaches to needs analysis which are explained below:

1.4.2.1 Present Situation Analysis (PSA)

This kind of analysis is mainly concerned with the strengths and the weaknesses of the learners. Its objective is to assess the learners' lacks through looking at their current use of language.

1.4.2.2 Learning Situation Analysis (LSA)

This type of analysis is concerned with identifying the learners' wants as it helps the course designer to know about the learners' previous learning experience as well as their reasons for learning, and their expectations from the course. It is more concerned with the learners' learning styles, their level of motivation and their methodological experience.

1.4.2.3 Target Situation Analysis (TSA)

Target Situation Analysis helps the course designer to identify the language needs of the learner through making an idea about the learners' objective and the product-oriented needs. This will make it easy to find out more activities and tasks for the appropriate English use.

To conclude, it is very crucial to take into account the three above approaches when designing any needs analysis which is undoubtedly the cornerstone of an ESP course.

1.5 ESP Course Design

Hutchinson and Water (1987) define Course design as the process of interpreting the raw needs analysis data to produce an integrated series of learning experiences to lead learners to a particular state of knowledge. In addition, Strevens (1988) states this definition:

ESP courses are those in which the aims and the content are determined, principally or wholly not by criteria of general education... but by functional and practical English language requirements of the learner (p.90).

Before designing any ESP course, there are four essential points that have to be studied and analysed as a pre-design process provided by Miliani (1994), namely: First, situation analysis aims at considering the general requirements of both learners and institutions, their profiles and attitudes, also the existing materials. Second, setting aims and objectives; stating what would be achieved at the end of the course. Third, generating syllabus content is done “through the sequencing of materials whose layout and presentation should form a continuum”. (Benyelles, 2009:58). Fourth, assessment refers to gathering data regarding syllabus before or during the course implementation to readjust the content of the syllabus.

As far as this section is concerned, it is an opportunity to bridge the gap between English for specific Purpose which has been dealt with so far in the previous section and English for Islamic Studies which is supposed to be discussed in detail in the next section.

1.5.1 English for Islamic Studies Course’s Goals and Objectives

Formulating goals and objectives for a particular course helps to build a clear image of what the course is going to be about. Additionally, a clear understanding of goals and objectives will help teachers or course designer to produce suitable instructional materials to teach, when and how should be taught. Therefore, goals reflect the ideology of the curriculum and how it is reached. Whereas objectives which are intended to be achieved in a short time span, refer to more specific aims or purposes of an activity within a lesson to achieve one goal of study (Brown, 2006).

Aiming at making these definitions into practice, it is crucial to clarify the general goals and objectives of the EAP course for Islamic Studies discipline. Smaihi (2019) states the following objectives:

- To provide Islamic Studies students with the terminology used in the context of Islamic Studies;
- To familiarize them of how to use English properly related to students' specialism and subject are so that they would be able to communicate properly through a set of activities moving in sequence from simple to more complex
- To equip learners religion-related interest to interact the target language vigorously
- To make them conversant with basic communication and presentation skills for use in their academic life and future career....

At the end of the course, the learner will be able to:

- to comprehend basic terminology proper to Islamic Studies background knowledge
- to develop an effective communicative competence
- to deal with four skills and to summarize an Islamic Studies text (p.161).

1.5.2 English for Islamic Studies Instructional materials

Instructional Materials in ESP courses is very crucial and it shows the effort and creativity of the course designers as well as the teachers. They have an important role in the English language classroom. According to Richards and Renandya (2002), materials are one of the components of the instructional process. Teaching them is a key component in most language programs.

Hence, the production of mediated materials requires an artistic and technical skill (Carey, 2001). In this respect, Crawford (2002) cited main attributes principles for the design of effective teaching materials which are:

- language is functional and must be contextualized;
- language development requires engagement in purposeful use of language;
- language use should be realistic and authentic;

- classroom materials will usually seek an audio-visual component;
- learners need to develop the ability to deal with written as well as spoken genres;
- effective teaching materials foster autonomy;
- materials need to be flexible enough for individual and contextual differences;
- learning needs to engage learners both affectively and cognitively (cited in Richards and Renandya, 2002).

In fact, authentic materials that are used in the real world are the best materials that should be used in any English for Academic Purposes (EAP) or English for Occupational Purposes (EOP) courses. Therefore, designers should consider using real life, authentic materials that reflect the target audience specialization. This will help students who are weak in the English Language to at least comprehend reading text for example due to the background knowledge that they have.

Authentic materials and ESP courses can never be separated. Students or learners should be provided with authentic materials that reflect their real world. They should benefit students or learners so that when they go out to the real world they will be not only able to function well in the real world but also they should be able to use English in their working life.

Therefore, Harding (2007) suggested three recommendations to consider while coming up with a set of authentic materials:

- Use context, texts, and situations from the students' subject area – Whether they are real or stimulated they will naturally involve the language the students need.
- Exploit authentic materials that students use in their specialism or vocation – Do not be put off by the fact that it may not look like 'normal English'.
- Make the tasks authentic – Get the students doing things with the materials that they actually need to do their work (p.10 -11).

Subsequently, in the case of Islamic Studies field, the need for Islamic teaching materials for teaching English to Islamic Studies students has been proposed by some ELT educators such as Ashraf (1997), Rohmah (2012) and McLennan (2013). They argue that, to a certain extent, cultural resistance emerges in Muslim students regarding the use of English teaching materials containing western culture, values and norms. This can demotivate the students which consequently hinder their language skills development.

Accordingly, in the context of Islamic studies, the materials used for these students are supposed to be integrated with the text that they use in the real world. It could be a text or sermons that preachers or Imams used while preaching. It could also be a dialogue or questions and answers sessions or discussions between preachers in Islam. The main aim is that texts used should reflect their real life and also should relate to their background knowledge. A material designer should be aware that the goal is not to teach these students the content of Islamic Studies in English but how to use English properly in related to their field of study so that they would be able to communicate whatever they have learnt in the university to the community. (Rabiathul Adhabyiah et al, 2014).

Moreover, Smaihi (2019) points out

“the EIS material content encloses the knowledge about tenets of Islam, Islamic jurisprudence, prophetic tradition, Islamic history...etc. which enables the learners to reach out proficiency over the target language and at the same time developing the knowledge in their field of specialisation” (p.71).

In a nutshell, In the case of Islamic Studies field, materials used should be able to link and relate to the students background knowledge as well as their language ability with the ultimate aim of contextualizing the English language and fostering to a great extent the communication in the real-life

1.5.3 English for Islamic Studies Terminology

When deciding on items to be put into teaching materials, authors and designers should take into account the language and register to be used. This input can be gathered from the analysis of Target Situation Analysis and the students’ needs too. It is an issue raised at all ESP courses on what kind of language that is most suitable to be used in the materials and also in the classrooms. (Rabiathul Adhabyiah et al, 2014).

Accordingly, a research labeled “Islam and Language Planning in the Arab World” conducted in Jordon (2009) by Al-Haq and Al-Masaeid I Yarmuk University, concluded that English is highly required in preaching Islamic values through tailored materials on the one hand, and for the development of individuals, religion and nation on the other (cited in Smaih, 2019).

In this context, it is of paramount importance to highlight the need for Islamic English. Al Faruqi (1986) defines this concept as follows:

Islamic English is the English language modified to enable it to carry Islamic proper nouns and meanings without distortion, and, thus to serve the linguistic needs of Muslim users of the English language (p.7).

In addition, Al Faruqi’s (ibid.) goal was to foster the inclusion into English a wide range of Arabic terms that were, in his view, untranslatable and would enrich and enlarge English language vocabulary.

Similarly, Sameh (2016) notes that:

The continuous growth of Muslim communities in English-speaking countries has been accompanied by increased demand for authoritative English versions of religious texts such as the Qur’ān and Ḥadīth. In this context, the rendering of Islamic religious terms (IRTs)¹ into English also acquires special significance. In this article, IRTs are lexical items that include names of Allah (Al-Raḥmān, Al-Raḥīm, etc.), names of the prophets (Muḥammad, Nūḥ, Mūsā, etc.) and their companions (Abū Bakr, ‘Alī, Abū Hurayrah, etc.), names of sacred places (Makkah, Madīnah, etc.), and terms related to the pillars of Islam (shahādah, ṣalāh, zakāh, etc.), fiqh and sacred texts (Qur’ān and Ḥadīths) (p.118).

¹ **Islamic Religious Terms.**

Consequently, this inclusion of Islamic religious terms regarded as an important step to familiarize learners of how to use English properly related to their specialism and subject area, so that they would be able to communicate properly and effectively in real world situation.

Conclusion

In this chapter, a number of important points have been tackled under five major sections. It started with providing definitions to ESP which they are given by various scholars, followed by the description and definition of its branches. The third point tackled was ESP teachers; his characteristics, his role and the importance of his co-operation with content teachers. Moreover, the research was dealt with the purpose of needs analysis with its various definitions, its types and approaches. The last point was about course design with much focus on the literature about English for Islamic Studies in terms of objectives of the course, the EIS teaching materials and the EIS terminology. The next chapter will explain the methodology of the current study in terms of the setting and participants, instruments, procedure and the learning situation.

Chapter Two

Research Methodology Design

Introduction

This chapter represents the preparatory stage for the next coming analytical side of the investigation. It is mainly concerned with the description of the methodology design of the present research study taking into consideration many aspects of the investigation such as: the setting where English is used through clarifying the actual situation of teaching English for Islamic Studies in one of the Algerian universities (the one of Oran), the choice of the method, the participants, the research tools and the data collection procedure. This helps the investigator to analyse the data in detail in the next coming chapter.

2.1 Description of the ESP Situation at Oran 1 University (Context)

Due to the emergence of a new university system in Algeria called the LMD reform, Algeria has started to implement a new policy based on teaching foreign languages particularly English at the tertiary level for its crucial role in all the fields of university. ESP courses are offered at almost all the faculties of the Algerian universities in general and of Oran 1 University in particular.

However, ESP is still at its beginning in the Algerian universities including the University of Oran 1 where curriculum developers still give no particular attention to English courses and do not provide specifications for the course content and methodology. Consequently, most teachers are free to teach whatever they see relevant to their students and most of the time they tend to teach general English. This is unfortunately the situation of teaching ESP at the Faculty of Human Sciences and Islamic Culture.

2.1.1 The Faculty of Human Sciences and Islamic Culture

The Faculty of Human Sciences and Islamic Culture is one of the eight (08) faculties of the Oran 1 Ahmed Benbella University. It consists of five departments (see Figure 2.1) namely: First, the Department of Islamic Studies. Second, the Department of History and Islamic Culture. Third, the Department of History. Fourth, the Department of Libraries Science. Fifth, the Department of Information and Communication Sciences (ICS).

English language is taught in all the above departments and is regarded as a secondary course. Thus, the investigator has chosen the department of Islamic Studies as a sample of study from the above mentioned departments of the faculty.

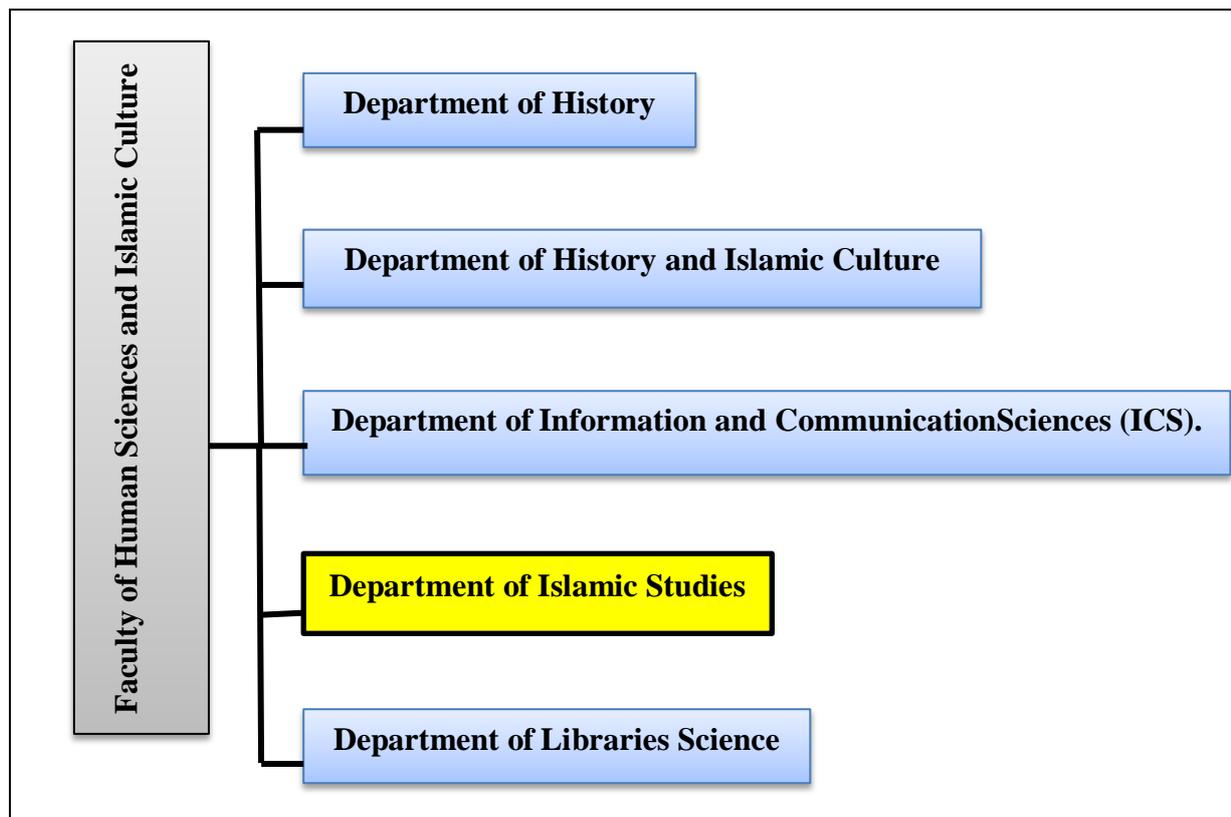


Figure 2.1: The Departments of Human sciences and Islamic Culture Faculty

2.1.2 The Department of Islamic Studies as a Sample

Islamic Studies Department is one of the five (05) departments in the Human Sciences and Islamic Culture Faculty where students are offered English courses for both undergraduate and post graduate degree i.e., for about five years. In this department, ESP teachers set their own programs by themselves and they are free to teach whatever they see it relevant to their students. Consequently, students' language needs haven't been met and students are demotivated to learn English. Thus, it is of paramount importance to study the situation of English language teaching and learning in this department.

2.2 Research Methodology Design and Instrumentation

Undertaking an authentic and evaluable research respecting a well-organized methodology is of paramount importance since it specifies the proper method that will be adopted for gathering and analysing the data. The present work is based on three essential elements which are: choice of the method, participants and data-collection instruments. All of these elements attribute to better understand the situation of teaching English in the department of Islamic studies of Oran 1 University.

2.2.1 Choice of the Method

The current research is a case study at the Department of Islamic Studies, in the Human Sciences and Islamic Culture faculty, at Oran 1 University, in 2019/2020. The case is based on the general assumption that English language teaching at the university level is considered ESP/EAP. The present study intends to investigate the English language needs of First-Year Master Islamic Studies EAP learners in the context of Algerian higher education. According to Yin (2003: 5), case study types are three: exploratory, descriptive and explanatory.

Subsequently, this work is intended to be a descriptive and analytical investigation i.e., it is descriptive since it aims at providing descriptions and explanations of the situation under investigation, the population and data gathering tools. It is analytical because it is carried out by Hutchinson and Waters' (1987) target needs framework of needs analysis (NA). In this context, Mason (1994: 1) claims that "*Hutchinson and Waters provide a more manageable framework for analysing the target situation and also a parallel framework for analysing learning needs*". Consequently, the choice of the method is of a pivotal importance because it enables the researcher to clarify the actual situation of teaching ESP for Islamic Studies students.

2.2.2 Participants

To achieve this research, two categories of participants were consulted on. First, 21 First-Year Master students of Islamic Studies Department represented the basis of the present study. They were not chosen randomly but they belong to two different master specialities namely: the speciality of Interpretation and Quranic Studies and the specialty of Islamic Law (Shariaa and Law).

Second, two ESP teachers working in that department were also taken into account as they were able to determine the objectives of this research study. They were part-time teachers having different qualifications such as: Master Certificate, Classical Licence.

Participants	The sample	Degree of study
10	Interpretation and Quranic Studies	First-Year Master students
11	Islamic Law (Shariaa and Law)	First-Year Master students
02	ESP teachers	Classical Licence/ Master Certificate

Table 2.2: Participants' Demographic Information

2.2.2.1 Target Students' Profile

This investigation comprises twenty one First-Year Master students, 11 students from Islamic Law (Shariaa and Law) and 10 students from Interpretation and Quranic Studies, with a medium age of 22 years, 67% of them are girls. They were chosen to answer a needs analysis questionnaire about different aspects related to ESP learning during the first semester of the academic year 2019/2020.

2.2.2.2 Target Teachers' Profile

For the objective of the research, two participants working as ESP teachers in the department of Islamic Studies were interviewed about the situation of teaching English for Islamic Studies. They were a male and a female. Both of them were part time teachers, the first with Classical License degree has an experience of five years. The latter with Master degree has an experience of not more than two years.

2.2.3 Data Collection Instruments

Data collection is the corner stone in any research study since it is a link between theory and practice. Griffiee (2012: 128) defines data collection instruments as *“The means (physical or nonphysical) of producing quantitative or qualitative data to be analysed and interpreted”*. The physical means represent (a questionnaire) and the nonphysical ones represent (an interview).

To collect data, the study used two instruments. The first one was a questionnaire for students. The selection of the questionnaire as a tool for this research was in the purpose for it is less time and energy consuming to respondents. In the context of the present study, the main concern of the questionnaire was to obtain information about the Islamic studies' learners' wants, lacks and necessities and their perceptions regarding the learning of English.

The second instrument was an interview. It is the best technique so as to gather informative data. Hence, an interview can be a semi-structured or a structured one. The study under investigation adopted a semi-structured interview with ESP teachers teaching at Islamic Studies Department. The purpose from choosing the interview in this investigation was to get additional data from ESP teachers regarding the learners' needs and the way they teach EAP to their learners.

2.2.3.1 The Design of the Students' Questionnaire

The questionnaire was administrated to (21) First-Year Master students of Islamic Studies Department belonging to two different specialties; Shariaa and Law or Islamic Law (11 students) and Interpretation and Quranic Studies (10students) during the academic year 2019/2020. The questionnaire was translated into Arabic language for the collection of credible and comprehensible data.

The questionnaire was composed of three main sections. The first section was about the students' background information. It was made up of three items: gender, speciality and the language of instruction in their department. The second section shed light on the importance of using English in the study of Islamic Studies. It contains three questions about the students' perceptions towards English learning whether it is important or no, either for their academic studies or for their professional career. The third section was the essential part of the questionnaire. It was devoted to the students' target needs; their lacks, their necessities and their wants following Hutchinson and Waters model of needs analysis. In this part, students were asked about their current level, their difficulties with English language use, their English proficiency and how they want the course to be (materials, topics, time...).

As a result of the emergence of Corona Covid-19, Algeria country has obliged the total confinement to almost all the Cities; thus, the researcher was obliged to distribute the questionnaire to the students via Facebook and Gmail accounts.

2.2.3.2 Design of Teachers' Semi-Structured Interview

Relying only on questionnaires may not cover all the intended goals. Thus, it is necessary to conduct an interview with ESP teachers to obtain more information about the situation of teaching English to students of Islamic Studies and to specify their needs. The semi-structured interview was conducted with two (02) ESP teaching at the Islamic Studies Department. They were a male with a Classical Licence degree and a female with a Master degree. The semi-structured interview was built on a series of closed and open-ended questions. They were eleven (11) questions (see appendix n°2) with the purpose to: determine the profile of the informants and their experience in the teaching of English for Islamic Studies, to know their way of teaching ESP, to ask about the importance of English language to Islamic Studies learners, to know their perceptions regarding the duration of ESP course, to ask about the existence of available instructional materials, to highlight the use of translation in teaching, to classify the four language skills according to their importance, to determine if

Chapter Two: Research Methodology Design

there was a cooperation between content teachers and English language teachers and to identify the way they assess their students.

Before interviewing the respondents, the investigator informed them about the nature of the research, the objective from conducting the interview and the way data were to be used. (Nunan 1988).

Conclusion

In the second chapter, much emphasis was putted on the identification of the methodological considerations of the research. It described the methodology design of the research, the context, the participants and the useful research instruments used to gather data. It also explained the design of the students' questionnaire and the teachers' semi-structured interview. This would pave the way to the analysis of the collected data in the next chapter.

Chapter Three

Data Analysis and Recommendations

Introduction

The third chapter of the present work represents the analytical part since it is mainly devoted to the needs analysis of First-Year Master students of Islamic Studies. It deals with the analysis and interpretation of the students' questionnaire, the teachers' semi-structured interview and finally provides some suggestions and recommendations for the improvement of EIS/EAP courses.

3.1 Data Analysis and Interpretation

Data analysis process is an important stage in any research study since it enables the researcher to examine data using analytical reasoning. In the present research, data were analysed using three different types of questions: closed, open-ended and multiple-choice questions. With regard to the students' questionnaire, data were presented quantitatively, then the results were analysed descriptively. For the teachers' semi-structured interview, the results are analysed qualitatively then presented descriptively.

3.1.1 The Quantitative and Qualitative Approaches

The research method used in this study was a mixed method which combines quantitative and qualitative methods. Furthermore, the type of mixed method design used in this study was sequential explanatory design in which quantitative data will be collected first, and depending on its results, qualitative data are gathered to elucidate, elaborate on, or explain the quantitative findings (McMilan & Schumacher, 2010). The model of sequential explanatory model can be visually seen as follows:

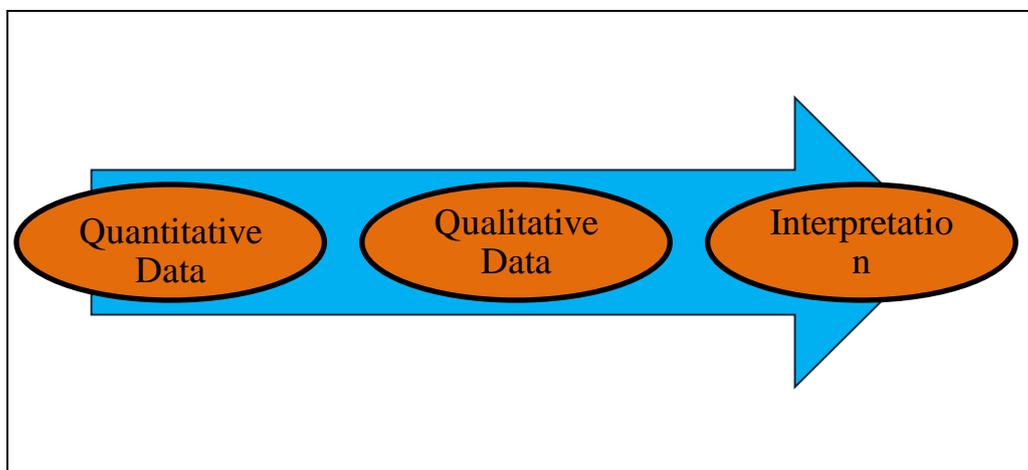


Figure 3.1: Research Process in Sequential Explanatory Design

(McMilan & Schumacher, 2010)

3.2 Analysis of the Students' Questionnaire

This part of the research aims at analysing the collected data from the perspectives of First-Year Master students of Islamic Studies. The questionnaire was generally composed of three main parts: background information, importance of using English language to Islamic Studies field and the students' target needs which was categorized into three main aspects: students' lacks, necessities and wants.

3.2.1 Part One: Background Information

The first part of the students' questionnaire was devoted to gather general information about the 21 First-Year Master students who represented the Islamic Studies Department of the faculty of Human Sciences and Islamic Culture of Oran 1 University. It is made up of five items: gender, speciality and the language of instruction used in the department of Islamic Studies.

According to gender item, the statistics shows that the majority of the informants were females as they represented 14 participants out of 21 with a percentage of 67%, while the males were 07 representing 33% of the total sample. The following pie chart shows the results.

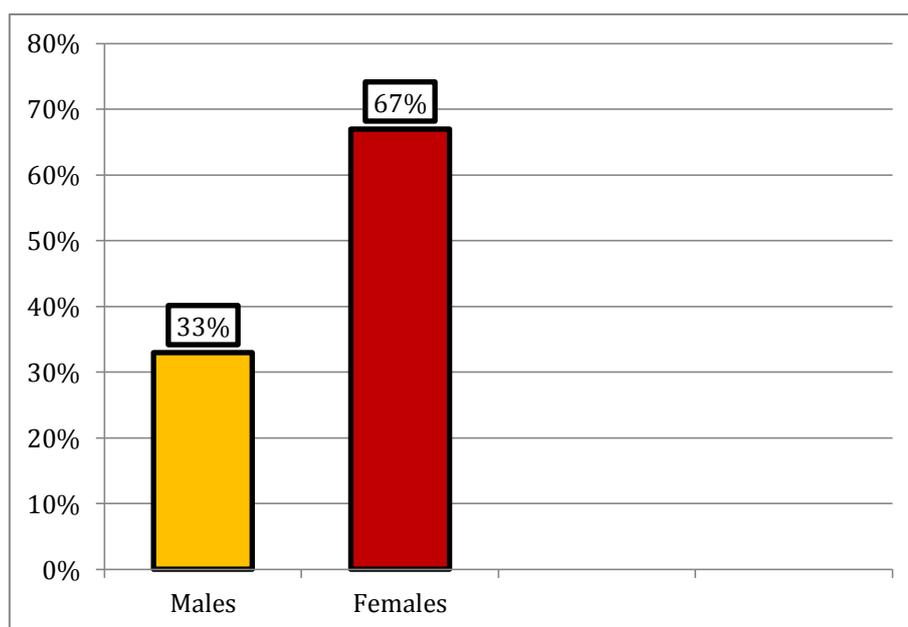


Figure 3.2: *Students' Gender*

As it is mentioned above in Figure 3.2, female respondents are higher in number than the male informants.

With regard to the respondents' specialisation, they were First-Year Master students belonging to two different Master specialities; there were 11 students from Shariaa and Law (Islamic Law) speciality representing (52.38%) and 10 students from Interpretation and Quranic Studies speciality representing (47.62%). Figure 3.3 below illustrates the distribution of the informants according to their Master speciality.

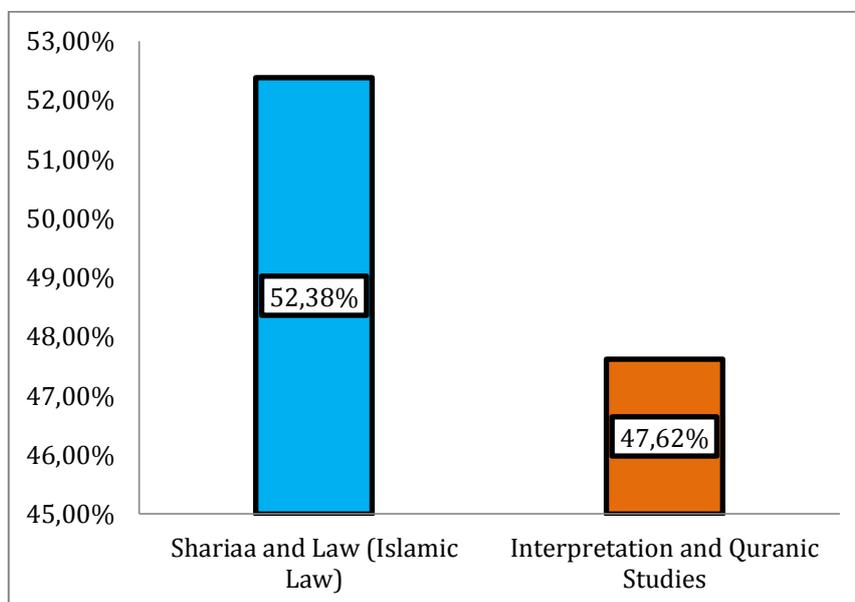


Figure 3.3: Students' Master 1 Speciality

The last item in the general information part of the students' questionnaire was about the medium of instruction; all of the respondents replied that Arabic language is the language of instruction used in the department.

3.2.2 Part Two: Importance of Using English Language to Islamic Studies Field

The second part of the questionnaire consisted of question 2 and 3. It was dedicated for the sake of eliciting data on the students' attitudes towards teaching English for Islamic Studies. The students' answers demonstrated that English is of paramount importance for nearly all the respondents in their studies. The following table indicates the informants' responses to question 2:

Question 2: Do you think learning English language is important in your studies?

	Number	Percentage
Yes	18/21	85.71%
No	03/21	14.29%

Table 3.1: Students' Attitudes towards English Language Learning

Chapter Three: Data Analysis and Recommendations

The table above indicates that approximately all the students (18), representing (85.71%) have answered positively while (03) rate of (14.29%) have answered negatively. Consequently, it can be concluded that Islamic Studies' students consider English courses more significant in their studies and this is related to different reasons in their opinions. Thus, the next questions sought to know why English language is important for the Islamic Studies students. Respondents' answers were rated on a three points Likert Scale: agree, disagree and not sure.

English is important to pursue your studies in a country speaking in English.		
Options	Respondents	Percentage
Agree	01	4.76%
Disagree	05	23.81%
Not sure	15	71.43%
English is important in order to translate abstracts and reports.		
Options	Respondents	Percentage
Agree	12	57.14%
Disagree	04	19.05%
Not sure	05	23.81%
Learning English language is important to preach to the way of Allah		
Options	Respondents	Percentage
Agree	10	47.62%
Disagree	09	42.86%
Not sure	02	09.52%
English is important to get a job in future		
Options	Respondents	Percentage
Agree	13	61.90%
Disagree	05	23.81%
Not sure	03	14.29%

Table 3.2: The importance of the Use of English for Islamic Studies

The above table illustrates the students' perceptions regarding the importance of using English to Islamic Studies field. The findings show that a large number of respondents (13 out of 21), a rate of (61.90%) agreed that English language is important to get job in future. With respect to the importance of learning English in translating abstracts and reports, 12

informants (a rate of 57.14%) agreed on its crucial importance for them to translate their Master dissertations' abstracts. English is important for preaching to the way of Allah also received a high rate (47.62%). The majority of participants gave no attention to the importance of English for pursuing their studies in a country speaking in English; it was rated with (4.76%).

3.2.3 Part Three: Students' Target Needs

The second part of the students' questionnaire aimed at exploring the actual students' linguistic needs in English language basing on Hutchinson and Waters' approach about Needs Analysis. Hence, the researcher has adopted this approach of needs analysis to identify the needs of First-Year Master students of Islamic Studies taking into account three major aspects of analysis; the first aspect is lacks: what are the difficulties and problems of the target students in learning English? The second one is necessities: what kind of language do the Islamic Studies students really need? The third point is learners' wants which refer to the personal aims and wishes that the learner wants to obtain from an ESP course.

A. Students' Lacks

This sub-part of the questionnaire survey aimed at investigating the learners' lacks in English language. The questions used for this aim are: questions 04, 05, 06 and 07.

Question 04 of the questionnaire required the participants to indicate to what extent do the subjects taught are adequate to their levels. To answer, informants had to cross one of the three suggested possibilities: within your level, below your level and above your level. The table below summarises the target students' responses.

Possibilities	Respondents	Percentage
Above your level	11	52.38%
Below your level	03	14.29%
Within your level	07	33.33%

Table 3.3: Subjects Taught

As the Table 3.4 displayed, the findings clearly revealed that 07 respondents, a rate of (33.33%) replied that the English courses are within their level while, only a few of them 14.29% answered that the subjects taught are below their level. However, a considerable number of Islamic studies' informants (11 out of 21) answered that the English course are within their level.

With respect to question 05, students were asked to evaluate their English proficiency in the four skills in terms of priority. In order to answer this question, students were given four suggested possibilities: very poor, poor, good and very good. The following table and figure displayed the data obtained from the learners.

Question 05: How would you rate your English proficiency in the following skills?

Possibilities	Very poor		Poor		Good		Very good	
	F	P	F	P	F	P	F	P
Listening	13	61.90%	05	23.81%	02	9.52%	01	4.76%
Speaking	05	23.81%	11	52.38%	03	14.29%	02	9.52%
Reading	03	14.29%	03	14.29%	11	52.38%	04	19.05%
Writing	03	14.29%	04	19.05%	09	42.86%	05	23.81%

Note: F= Frequency P= Percentage

Table 3.4: Findings of Students' Classification of English Language Skills

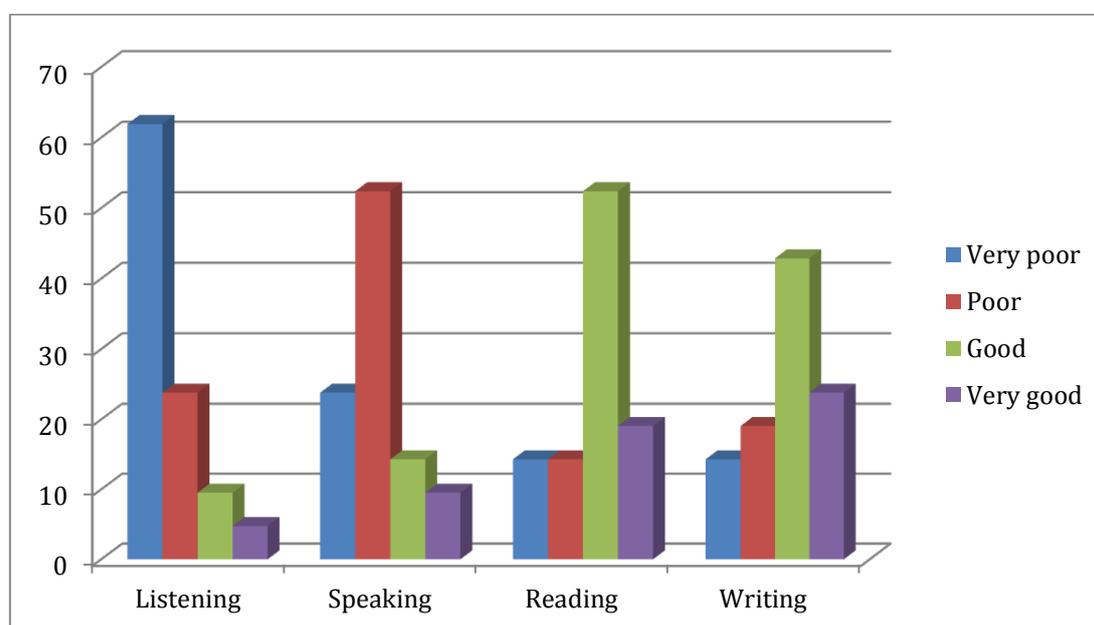


Figure 3.4: Learners' Perception about Language skills According to their Priority

The data presented in both the table and figure shows that Islamic Studies students' weakness was highly in listening and speaking skills. First, in listening skill, 13 respondents (a rate of 61.90%) expressed their very poor level. Second, after listening, speaking was the second skill of the students' weakness. There were 11 out of 21 students, a proportion of 52.38%, consider their level to be poor in speaking. Generally, this deficiency in the interactive English language skills refers to the lack of EAP courses efficacy. For reading

skill, the results show that 52.38% of students are good. Concerning writing skill, 09 out of 21 students representing 42.86%, expressed that they have a good level in writing.

Furthermore, concerning the identification of the learners' lacks, question 6 of the questionnaire asked the participants to pinpoint their difficulties and constraints in learning English aiming at finding useful solutions and appropriate strategies to their language problems. The table below illustrates the responses of the informants.

Question 6: Do you encounter a difficulty in:	Yes	No
(a) Translating of Islamic related materials from Arabic to English?	17/21	04/21
(b) Answering simple questions?	12/21	09/21
(c) Pronouncing Islamic Studies English terminology correctly?	14/21	07/21
(d) Writing correct meaningful sentences?	06/21	15/21
(e) Holding a conversation in English?	18/21	03/21

Table3.5: Students' Perceptions about Language Difficulties

On the basis of the data presented in Table 3.5, the statistics show that the highest items' score where the respondents encountered problems were in both: translating and holding conversation in English (speaking and listening) with approximately an equal rate (nearly 83%). Followed by 14 out of 21 students who found a difficulty to pronounce English terminology related to Islamic Studies field. In addition, 14 out of 21 students, a rate of 57.14%, encounter a difficulty while answering simple questions. However, a few respondents (6/21) have a problem in writing correct sentences.

B. Students' Necessities

The second sub-section of the students' linguistic needs was the learners' necessities. It sought to elicit the necessities of the Islamic Studies' students in terms of language skills. In other words, what do they need to do with language? Overall, this part was made up of three questions: questions N° 7, 8 and 9.

Firstly, question 7, the participants were asked to indicate how often they needed learning the English language skills. Figure 3.5 below illustrates the students' opinions about the frequency of the need for language skills.

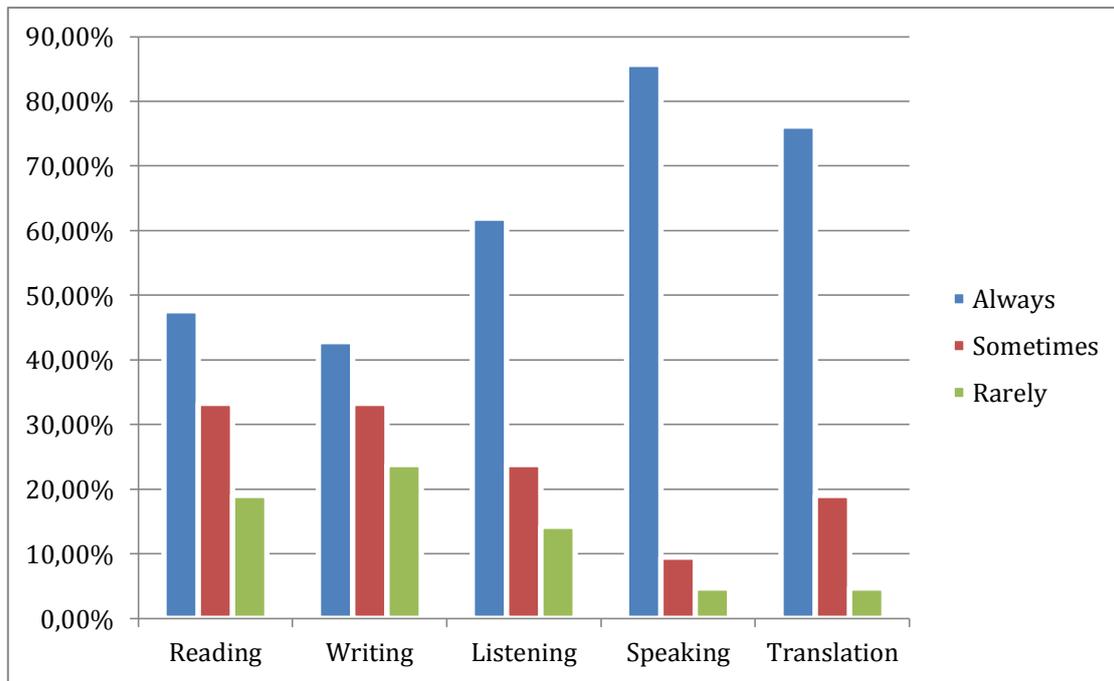


Figure 3.5: Students’ Frequency of their Need of English Language Skills.

According to the statistical data analysis of the above figure, it is noticeable that a high number of respondents (nearly 86%) considered the speaking skill to be always necessary in the learning of English. In addition, the translation skill, 76.19% of the total number of Islamic Studies students denoted that they always needed translation in the learning process. With respect to listening skill, it took the third place since 13 out of 21 students (a rate of 61.9%) expressed their necessity of this skill to be always needed in English courses. Concerning reading skill, approximately the half of informants (nearly 48%) stated that they always needed this skill. For writing skill, only 8 students out of the whole sample agreed on being always needed. Generally speaking, Islamic Studies students give much interest to the speaking and translation skills, followed by listening, then reading and writing respectively.

Secondly, question 8 in this sub-section aims at investigating why learning the four language skills is considered necessary for Islamic studies students. In others, how do the learners rate the need of learning each of the sub-skills or tasks related to four language skills: writing, reading, listening and speaking?

Question 8: Why is learning the four language skills necessary for Islamic studies students? (Please put the skills’ target tasks in order of importance; Number 1: Important, Number 2: Less important, Number 3: Unimportant).

Table 3.6: Students' Opinions about Why They Need writing Skill

Target Tasks	Respondents		
	1	2	3
• Taking notes in lectures / conference.	08	08	05
• Writing abstracts and answers to examination questions.	11	10	00
Writing Islamic reports and essays.	02	03	16

Based on the findings presented in Table 3.6 regarding the writing target tasks, writing abstracts and answers examination was the first important task for Islamic Studies students (a rate of 52.38%). Taking notes in lectures/conference received a proportion of 38.05% of the whole sample. However, only two students (9.52%) agreed that writing Islamic reports and essays is important. All in all, this result ensures that the target students learn English just to pass their exams.

Table 3.7: Students' Opinions about Why They Need Reading Skill

Target Tasks	Respondents		
	1	2	3
• Reading English textbooks and lecture handouts.	11	06	04
• Reading Islamic stories.	03	05	13
• Reading articles and journals related to Islamic studies.	07	10	04

As displayed above in Table 3.7, the findings reveal that: first, more than a half of informants (52.38%) of them agreed that reading skill was important for reading English textbooks and lecture handouts. Second, reading articles and journals related to Islamic Studies received 33.33%. Third, only 03 students out of the total sample regarded reading Islamic stories' task important.

Table 3.8: Students' Opinions about Why They Need Listening Skill

Target Tasks	Respondents
--------------	-------------

	1	2	3
• Following lectures.	16	05	00
• Understanding class conversations and discussions on Islamic issues.	05	13	03
• Understanding spoken presentations in seminars / conferences.	00	03	18

Concerning listening skill, the data presented in the table above shows that the first important task by the respondents was following lectures as it was chosen by 16 out of 21 students (a rate of 76.19%). Understanding class conversations and discussions on Islamic issues took the second place by few participants (5 out of 21) whereas all the students give no attention to understanding spoken presentations in seminars / conferences.

Table 3.9: Students’ Opinions about Why They Need Speaking Skill

Target Tasks	Respondents		
	1	2	3
• Presenting oral reports.	02	05	14
• Taking part in class conversations.	02	13	06
• Performing activities and asking questions in class.	17	03	01

With respect to speaking target tasks, the statistics show that the highest important task was performing activities and asking questions in class with a large ratio of 17 students (80.95%). Followed by an equal rate (9.52%) for both presenting oral reports and taking part in class conversations.

Finally, question 9 of the questionnaire asked the participants to identify the type of English course that they really needed to learn. Data derived from this question denoted that the most subjects needed in English courses were EIS/EAP courses since it was rated by 90.48%. However, only 2 students (a rate of 9.52%) preferred learning GE courses. the following figure summarises the results:

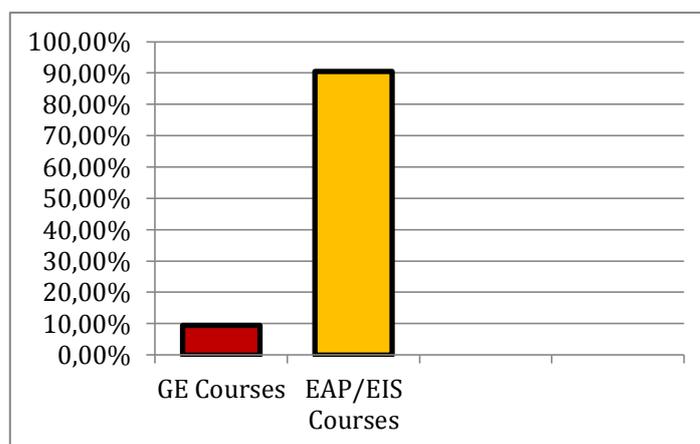


Figure 3.6: Students' Perceptions towards the Type of English Language Course

C. Students' Wants

The last part of the students' questionnaire was devoted for the investigation of the learners' wants; what the students want to do with English. It was made up of questions 10, 11, 12 and 13.

Question 10 required the students to indicate whether the time allocated to English sessions suffice to grasp a linguistic proficiency or not. Given below is Figure 3.7 which displayed the data gathered from the respondents.

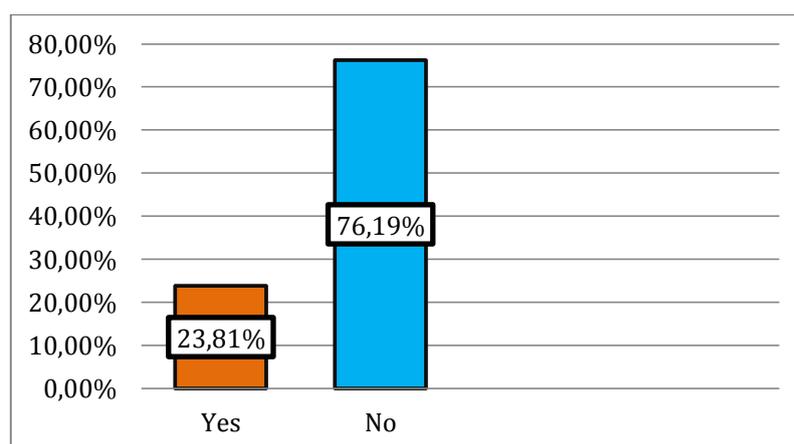


Figure 3.7: Time Allocation

The statistics revealed that the course duration which is a weakly one hour and a half was not sufficient to grasp a proficiency in English language for the majority of respondents, 16 out of 21 representing 76.19%. Thus, they want to receive English courses for two sessions per week, i.e. three hours per week. 5 out of 21 students (a rate of 23.81%) gave no attention for time allocation.

With respect to question 11 which was about the preferred learning styles; whether working in groups, working in pairs or Individual working of the student. Figure 3.8 displayed the results of this data.

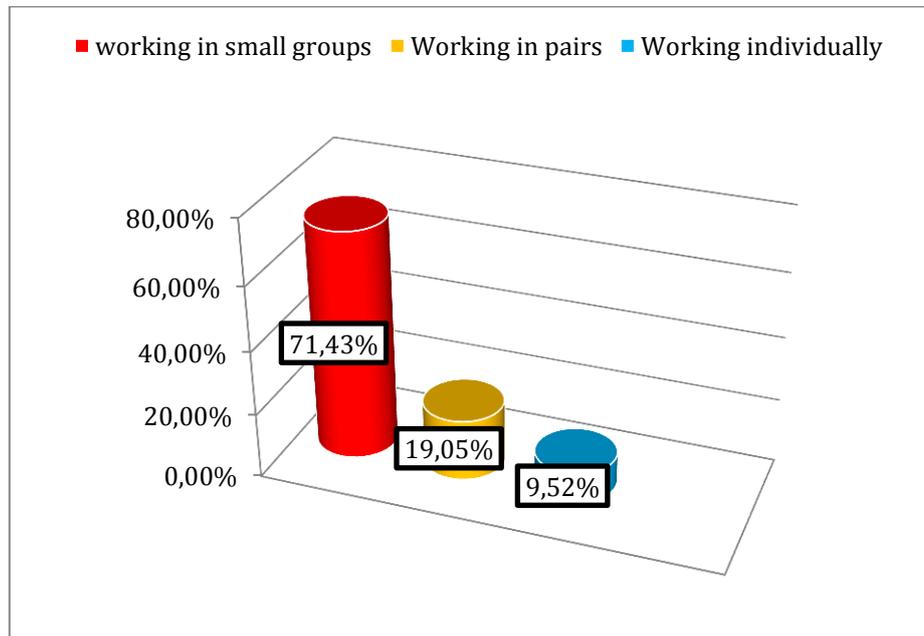


Figure 3.8: Students' Viewpoints about Learning Styles

The findings clearly revealed that 15 out of 21 students, a rate of 71.43% preferred learning English in groups which could enhance the process of learning and would bring better results. Unlike, the minority of the participants 9.52% share the opposite view and they preferred to work individually for better academic achievement.

Concerning question 12, the informants were asked to indicate the most useful teaching aids that could enhance the process of learning English language. To reply, students were given different suggestions: Handouts and printed materials, audio materials and video materials.

The data displayed in Figure 3.9 shows that 8 out 21 respondents indicate that handouts and other printed materials more useful than audio and video materials.

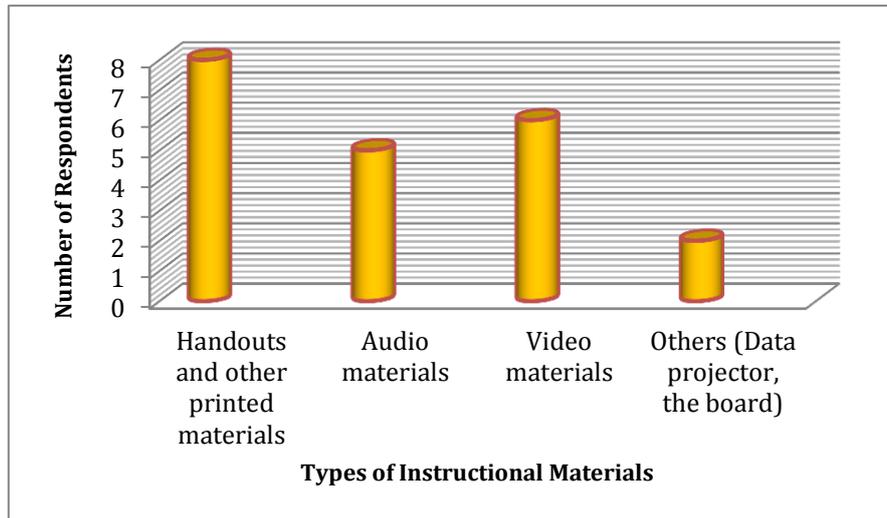


Figure 3.9: Students' Preference of the Type of Teaching Materials

The last question about the students' wants was an open-ended question. It required the respondents to state their wants about the content and the form of their EAP courses. This question hasn't been answered by the majority of students but only a few of them have answered by very important points such as:

- Raising of the coefficient of the English language.
- Developing Islamic Studies related instructional materials.
- Providing multimedia equipment to the Department of Islamic Studies for effective EAP courses.
- Increasing the course duration from one hour and a half per week to three hours; i.e. two sessions of English per week.

3.3 Teachers' Semi-Structured Interview Analysis

The semi-structures interview is the second tool used for gathering data in the present research. It was held with two ESP teachers teaching at the department of Islamic Studies. It was made up of 11 closed and open-ended questions. The main objective from conducting this interview is to know better the actual situation of teaching English to Islamic Studies learners and their needs in English language.

The findings obtained from the (13) questions have been dealt separately as follows:

Question 1, 2 and 3: *Teacher's Qualifications and Teaching Experience*

The two teachers interviewed were part time teachers. The male holds a Classical License degree having an experience of five years. The female teacher holds a Master degree and she has an experience of not more than two years.

Question 4: *Teacher's Formation*

Both teachers replied not receiving any training at the ESP field.

Question 5: *The Importance of Teaching English to Islamic Studies Field*

The two teachers agreed that it is very important for Islamic Studies students to learn English. They stated that English language is necessary for the Islamic Studies students' academic achievement either in their studies or after graduation.

Question 6: *Classification of the Four Language Skills according to their Importance*

The data gathered denotes that the importance held to skills differs from one teacher to another. According to the first teacher, speaking in the first position followed by listening, and then writing in the third place and finally reading took the fourth place. The second teacher classified writing as the most important skill followed by speaking, then listening skill and finally reading in the last position.

Question 7: *Instructional Materials*

Both of the interviewees replied not having adequate EIS materials and they encountered difficulty when designing their courses because they relied on ready-made materials which do not meet the target students' needs.

Question 8: *The Use of Translation*

The teachers interviewed answered that the use of translation in teaching English is of crucial importance. The first teacher argued that translation is very useful for Islamic Studies' learners and he totally resorted to it to facilitate the comprehension of English terminology. The second one rarely used translation only when it is necessary; she claimed that instead of translating all the words and sentences in the passage she tended to explain only the complex and difficult Islamic concepts.

Question 9: *Time Allocated to ESP Courses*

The interviewees replied that the time allocated to ESP course (one hour and a half per week) was not sufficient for grasping a linguistic proficiency at the four skills.

Question 10: *Collaboration between Content Subject Teachers*

The two informants interviewed had different responses; the first teacher answered that he worked in collaboration with the content subject teachers: *“I am a language teacher and I am proficient in my own field. So, I know little about Islamic Studies terminology. That’s why it is necessary to work in cooperation with content subject instructors who are supposed to know more about Islamic knowledge.”* However the second teacher replied negatively.

Question 11: *Assessment of Students*

The two participants used written tests as the most appropriate way to assess Islamic Studies students.

3.4 Summary and Interpretation of the Data Collected

The data gathered from the surveys on English language teaching in Islamic Studies Department of Human Sciences and Islamic Culture Faculty, Oran 1 University revealed the following findings:

A. The Students’ Questionnaire

The collected data from Islamic Studies students’ questionnaire revealed that the respondents were nearly 52% from Shariaa and Law Master 1 specialty and around 48% were from Interpretation and Quranic Studies specialty. Approximately 67% of the total sample was females. Almost all the participants agreed that learning English language was important in both their academic studies as well as in their professional career. The questionnaire was made up of three crucial elements known as the target needs taken from Hutchinson and Waters’ approach of needs analysis; they were lacks, necessities and wants.

Concerning the first element, students’ lacks, the findings showed that the subjects taught within English course were above the level more than half of the participants (52.38%). Furthermore, Islamic Studies students’ weakness was highly in listening and speaking skills (interactive language skills) with a proportion of (61.90%) and (52.38%) respectively; this deficiency in the interactive language skills refers mainly to the absence of practicing English in daily conversations. Thus, 18 out 21 students encountered a difficulty when holding

conversations in English and 17 students out of the whole respondents had a problem in the translation of Islamic related materials from Arabic to English. This demonstrates that the target learners needed the interactive skills to express themselves in real situation and they needed translation to enrich their vocabulary through learning new Islamic words in English.

With respect to the second elements of students' linguistic needs, necessities, much emphasis was putted the necessity of English language. Three main questions were tackled; firstly, how often do Islamic Studies students need English language skills? Secondly, why is learning the four language skills is necessary to them? Finally, which type of English courses do they really need?

Responding to the first question, the results denoted that 86% of the target students agreed that they always needed speaking, followed by translation (76.19%), then listening in the third place (61.90%), reading in the fourth position (approximately 48%) and finally writing (38.05%). This indicates that Islamic Studies students give much interest to: speaking, translation and to listening skills.

The results obtained from the second question revealed that more than half of the participants needed writing as well as reading skills for writing abstracts and answers to examination questions and reading textbooks and lecture handouts respectively. The third skill tested was listening where 76.19% pointed out that they needed listening for following lectures. Concerning speaking, around 80.95% agreed that they needed speaking to perform activities and asking questions in class. This demonstrates that the target students were aware of the importance of each skill despite the different degrees given.

The last question of this part was about the type of the English courses the Islamic students they needed whether GE courses or EAP/EIS courses. Thus, almost all the students replied that they needed English courses related to their area of specialism.

The final part of the questionnaire investigated the students' wants (3rd aspect of linguistic needs); what do they want to do with English? All in all, the majority of respondents wanted to receive English courses for two sessions per week, 15 out 21 informants preferred learning English in groups and 38.09% wanted to learn English using handouts and printed materials. The last question of this sub category required the students to state their wants about the content and the form of their EAP courses. Only three students

suggested these points: to raise the coefficient of English language, to provide adequate instructional materials and to increase the EIS course duration.

B. The Teachers' Semi-Structured Interview

The semi-structured interview is the second tool used in this research where two ESP teachers expressed their perceptions regarding the situation of teaching English to Islamic Studies students aiming at specifying their needs.

The first two questions were about the teachers' qualification and teaching experience. The informants were both part time teachers. The findings showed that the two teachers interviewed were not qualified enough to teach ESP to Islamic students since both of them did not receive any kind of formation in the field neither pre-service nor in-service training. One of them had a teaching experience of five years whereas the second had an experience of not more than two years.

Concerning the importance of learning English language, both of the interviewees agreed that English language is necessary for Islamic Studies students' academic studies as well as their professional career. With regard to the sixth question, the interviewees were asked to classify the four language skills needed by the target students in terms of importance; the first teacher focused on speaking and listening then writing and reading. However, the second emphasized reading and writing followed by listening and speaking. These two different perceptions indicated the absence of the identification of students' needs.

With respect to the instructional materials, both of the Informants replied that adequate materials were not available and they based on ready-made materials which did not satisfy the students' needs.

The eighth question required the teachers interviewed to give their opinions regarding the use of translation when teaching. The two teachers agreed that translation is of paramount importance when presenting their courses. However, when responding to the ninth question, both of them were dissatisfied about the time allocated to EAP courses since it was not sufficient for better academic achievement.

Regarding the collaboration between subject content lecturers, the result showed that one of the interviewee answered 'No' while the other replied positively because this cooperation helped him determine what to teach in English course.

The last question of the semi-structured interview was about the way the interviewees assessed their students. Both of them replied that written evaluation was the most appropriate way to assess the Islamic Studies students.

3.5 Suggestions and Recommendations

Based on the data gathered and analysed from the abovementioned two research instruments carried out with ESP teachers and Islamic Studies students, the investigator attempts to suggest some convenient recommendations aiming at providing ESP teachers teaching in the department of Islamic Studies with the required information of how to design efficient English courses which meet the students' needs in English language.

- Islamic Studies courses should be based on the process of needs analysis so as to help ESP teacher knowing about the students' lacks, necessities and wants.
- English language courses must be in accordance with the Islamic Studies students' area of specialism.
- A need for a syllabus that satisfies the learners' needs and provide the teacher with a basis for designing English courses.
- A need for appropriate adequate instructional materials (authentic materials, audio-visual materials and multimedia materials) that meet the students' needs in order to stimulate them to learn English.
- English language should be taught using materials from Islamic perspective to make the content relevant to the Islamic Studies students' needs.
- English language teachers and subject content instructors must work collaboratively for the efficacy of EIS courses.
- It is necessary to emphasize the four language skills particularly the interactive skills (listening and speaking).
- The use of translation is of crucial importance in EIS courses to enrich the students' vocabulary.
- Involving students in the process of learning through varying the learning styles such as pair work and recoup work to recoup the students' deficiencies in English language.
- The necessity to provide EDL teachers with a special training so as to achieve a successful ESP/EAP instruction based on the learners' needs and wants.
- A need to increase the duration of EIS courses for better grasp of the linguistic proficiency.

Conclusion

In this chapter, the purpose was to analyse the students' lacks, necessities and wants so as to improve the process of teaching / learning English for Islamic Studies courses. It included the analysis of the collected data from two main research tools, students' questionnaire and teacher's semi-structured interview. For better interpretation of the gathered data, a wide variety of graphs and tables were used. Finally, the chapter was concluded by some useful suggestions and recommendations for the improvement of EAP learning processes at the department of Islamic Studies.

General Conclusion

General Conclusion

The present research was conducted to investigate the Islamic Studies students' needs in English for academic Purposes at Oran 1 University. A mixed research method was used to collect data; a Needs Analysis questionnaire and a semi-structured interview; the questionnaire was submitted to a group of First-Year Master students of Islamic Studies department, they belonged to two specialties: Shariaa and Law (Islamic Law) and Interpretation and Quranic Studies. The semi-structured interview was held with two ESP teachers working at the Islamic Studies department.

This study was developed into three main chapters. The first chapter was concerned with the theoretical perspective of the study. It tackled the notion of ESP, its branches, ESP teacher, needs analysis, and course design. It also focused on Islamic Studies course, materials and terminology. Concerning the second chapter, it was dedicated to the research methodology design including descriptions of the context of study, the choice of the method, the participants and the data collection tools. With regard to the third chapter, it was devoted to the data analysis and interpretation and ends with proposing some convenient suggestions and recommendations.

The research findings aim at answering two main research questions raised: First, What are the lacks, necessities and wants of Islamic Studies students at Oran1 University? Second, do the present ESP/EAP courses offered to Islamic Studies students fulfil their target needs?

Based on the analysis of the data obtained from the two research tools, it was found that there were a serious gap between the students the present ESP courses and the Islamic Studies students' specific needs. Additionally, it was also found that there was a total absence of the identification of learners' needs. Furthermore, the findings revealed the low level of Islamic Studies learners' general English proficiency as well as their weaknesses in the interactive skills of English. Hence, these findings have confirmed the two proposed hypotheses concerning both the absence of the target students' needs identification and real English for Academic Purposes courses in the field of Islamic Studies.

From the findings it can be concluded that by conducting a needs analysis, ESP teachers would be able to come up with an EAP course that copes with the students' lacks, necessities and wants. Besides, it is highly recommended that English language should be

General Conclusion

used as a device of introducing Islamic values and principles; the course content should be relevant to the learners' specific field (Islamic Studies). In addition, it is necessary to provide authentic English for Academic Purposes teaching materials relevant to the students' area of specialism in order to stimulate them and raise their motivation. Moreover, it is also recommended for teachers to be trained on how to teach ESP. Furthermore, it is of crucial importance for ESP teachers to work in collaboration with subject specialist to respond to the specific needs of students.

It is worth mentioning that this research suffered from some limitations as the lack of ESP specialists in this department so we cannot generalize the teacher's interview result. In addition, the number of the students was not big enough to have a larger insight about their needs and opinions regarding the present English courses being provided. Yet, further research need to be conducted in other universities so as to generalize the findings and implement the appropriate ESP course for these students.

To sum up, this research study with its theoretical discussion and practical side will undoubtedly provide Islamic Studies students and their EFL teachers with clear insights of how to teach, learn and design effective and successful EAP courses for Islamic Studies with the ultimate aim of developing the quality of teaching/ learning ESP in the Islamic Studies field of the Algerian Universities. Additionally, this research study can be the area of future research to develop ESP/EAP courses for Islamic Studies since there is a remarkable lack of references in the teaching of English for Islamic Studies (EIS).

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Appendices

Appendix N°01

Student' Questionnaire

Dear student,

The present questionnaire is drawn up to identify your language needs. Be sure that your responses will be used just for research purposes and will be kept confidential.

Thank you for your co-operation

Part one: Background information

Gender: -----

Specialisation: -----

(Tick in the right box)

1. What is the language of instruction in your department?

Arabic French English other language

Part two: Importance of English Language to Islamic Studies Field

(Tick in the right box)

2. Do you think learning English language is important in your studies?

Yes No

3. (Put the number you think it is appropriate)

(1) Agree (3) Disagree (4) Not sure

--- English is important to pursue your studies in a country speaking in English.

--- English is important in order to translate abstracts and reports.

--- Learning English language is important to preach to the way of Allah

--- English is important to get a job in future

Other (Specify and rate) -----

Part three: The Islamic Studies Students' Target Needs

A. Lacks

4. Do you find the subjects taught within the course

- within your level
- below your level
- above your level

5. How would you rate your English proficiency in the following skills?

(1) Very poor (2) poor (3) good (4) very good

Listening ----- Speaking-----
Reading ----- Writing-----

Tick in the right box

6. Do you encounter a difficulty in:	Yes	No
(a) Translating of Islamic related materials from Arabic to English?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Answering simple questions?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Pronouncing Islamic Studies English terminology correctly?	<input type="checkbox"/>	<input type="checkbox"/>
(d) Writing correct meaningful sentences?	<input type="checkbox"/>	<input type="checkbox"/>
(e) Holding a conversation in English?	<input type="checkbox"/>	<input type="checkbox"/>

B. Necessities

7. With regard to the tasks you perform at class, how often do you think you need the English language skills? (Please circle the appropriate number; **1**: always, **2**: sometimes, **3**: rarely)

Skills	Frequency		
	Always	Sometimes	Rarely
Reading	1	2	3
Writing	1	2	3
Listening	1	2	3
Speaking	1	2	3
Translation	1	2	3

8. Why is learning the four language skills necessary for Islamic studies?
(Please put the skills' target tasks in order of importance putting number:
Number 1: Important, Number 2: Less important and Number 3: Unimportant).

The skills	Target Tasks	Order
Writing	a. Taking notes in lectures/conferences.	...
	b. Writing abstracts and answers to examination questions.	...
	c. Writing Islamic essays and reports.	...
	Others (specify)	...
Reading	a. Reading English textbooks and lecture handouts.	...
	b. Reading Islamic stories.	...
	c. Reading articles and journals related to Islamic studies	...
	Others (specify)	...
Listening	a. Following lectures	...
	b. Understanding discussions on Islamic issues.	...
	c. Understanding spoken presentations in seminars / conferences.	...
	Others (specify)	...
Speaking	a. Presenting oral reports.	...
	b. Taking part in class conversations	...
	c. Asking questions in class.	...
	Others (specify and rate):	...

9. Which type of English language course do you need?

- General English course (GE).
- English for Academic Purposes courses (EIS).

C. Wants

10. Do you find the time allocated to the course can suffice you to grasp a proficiency in English language?

- (a) Yes (b) No

- What is the timing that you recommend for an effective course? -----

11. How do you prefer to learn English?

(Circle the appropriate letters)

- a. Working in groups
- b. Working in pairs
- d. Individual working of the student

12. Do you like English learning through the use of

(Circle the appropriate letters)

- a. Handouts and printed materials?
- b. audio materials?
- c. Video materials?
- d. Others (Specify)?

13. In the purpose of grasping language proficiency as well as efficient language learning, how do you want the English courses to be?

Thank you for your cooperation.

Appendix N°02

Teacher's Interview

Dear teacher,

I am presently carrying out a research on Meeting the Needs of Islamic Studies Students. I will be grateful if you contribute in this study by answering the following questions:

1. Are you fulltime or part time teacher?
2. Qualifications: Licence (Classical system), Magister, Master (LMD) or Doctorate.
3. Your experience in teaching English: (... years).
4. Did you receive any special formation to teach ESP?
5. Do you consider learning English language important for Islamic Studies students?
6. By means of number (1-most important, to 4- least important), which of the following skills do you emphasize when teaching English to Islamic Studies students?
 - Listening skill (...)
 - Reading skill (...)
 - Speaking skill (...)
 - Writing skill (...)
7. Do you have adequate available material to your field of study?
8. Do you rely on translation when teaching?
9. Do weekly time allotted to English Language adequate for students to grasp a linguistic proficiency in English?
10. Do you work in collaboration with the content subject teachers?
11. Do you assess your students through the use of
 - a. oral test?
 - b. written test?or
 - c. both of them?

Thank you for your co-operation

Appendix N°03

Students' Questionnaire (Translated into Arabic)

إستبيان للطلاب

عزيزي الطالب،

تم وضع هذا الاستبيان بهدف تحديد إحتياجاتك اللغوية الخاصة باللغة الإنجليزية. كن متأكدًا من أن إجاباتك ستستخدم لأغراض البحث فقط و ستبقى آمنة و سرية. شكرًا لتعاونكم.

الجزء الأول: معلومات عامة

الجنس:

التخصص:

1. ماهي لغة التدريس المستعملة في قسمكم؟

العربية الفرنسية الإنجليزية لغة أخرى

الجزء الثاني: أهمية اللغة الإنجليزية في العلوم الإسلامية

(ضع علامة x في المكان المناسب)

2. هل تعتقد أنّ تعلم اللغة الإنجليزية مهم في دراستك؟

نعم لا

3. (ضع الرقم الذي تعتقد أنّه مناسب 1: أوافق 2: لا أوافق 3: لست متأكدًا)

... اللغة الإنجليزية مهمة لمتابعة دراستك في بلد يتحدث باللغة الإنجليزية
... اللغة الإنجليزية مهمة لترجمة الملخصات و التقارير الخاصة بالعلوم الإسلامية.
... تعلم اللغة الإنجليزية مهمّ للدعوة إلى الله.
... اللغة الإنجليزية مهمة للحصول على وظيفة في المستقبل.

الجزء الثالث: الإحتياجات اللغوية لطلاب العلوم الإسلامية.

(أ- النقص اللغوي للطلاب:

4. هل تجد أنّ المواضيع التي يتمّ تدريسها

ضمن مستواك؟

تحت مستواك؟

فوق مستواك؟

5. كيف تقيم مستوى إجادتك للغة الإنجليزية في المهارات التالية:

(اختر الرقم المناسب: 1: ضعيف جدًا 2: ضعيف 3: جيّد 4: جيّد جدًا)

مهارة الاستماع ... مهارة التحدّث ...

مهارة القراءة ... مهارة الكتابة ...

(ضع علامة في المكان المناسب)

6. هل تواجه صعوبة في: نعم لا

- □ (أ)- ترجمة المواد ذات الصلة بالعلوم الإسلامية الإسلامية؟
 □ □ (ب)- الإجابة على أسئلة بسيطة؟
 □ □ (ج)- النطق السليم لمصطلحات اللغة الإنجليزية الخاصة بالعلوم الإسلامية؟
 □ □ (د)- كتابة جمل صحيحة ذات معنى؟
 □ □ (ه)- إجراء محادثة باللغة الإنجليزية؟

(ب)- ضرورات الطلاب في اللغة الإنجليزية

7. بالنسبة للمهام التي تؤديها في القسم، كم مرة تعتقد أنك بحاجة إلى مهارات اللغة الإنجليزية؟
 (يرجى وضع دائرة حول الرقم المناسب 1: دائما 2: أحيانا 3: نادرا)

المرات			
نادرا	أحيانا	دائما	
			مهارة القراءة
			مهارة الكتابة
			مهارة التحدث
			مهارة الاستماع
			مهارة الترجمة

8. لماذا يعد تعلم المهارات اللغوية الأربع ضروريا للعلوم الإسلامية؟
 (يرجى ترتيب المهام حسب ترتيب الأهمية: رقم 1: مهم، رقم 2: أقل أهمية، رقم 3: غير مهم)

الترتيب	المهام المستهدفة	المهارات
...	- تدوين الملاحظات في المحاضرات/المؤتمرات. - كتابة الملخصات والأجوبة على أسئلة الامتحان. - كتابة المقالات و التقارير الإسلامية. - أخرى (حدّد).	الكتابة
...	- قراءة كتب اللغة الإنجليزية و نشرات المحاضرات. - قراءة القصص الإسلامية. - قراءة المقالات و المجلات ذات الصلة بالعلوم الإسلامية. - أخرى(حدّد)	القراءة
...	- متابعة و فهم المحاضرات. - فهم المناقشات حول القضايا الإسلامية. - فهم العروض التقديمية في الندوات / المؤتمرات. - أخرى (حدّد).	الاستماع
...	- تقديم تقارير شفوية. - المشاركة في المحادثات أثناء الدرس. - طرح أسئلة أثناء الدرس. - أخرى (حدّد).	التحدث

9. ما نوع الدروس الإنجليزية التي تحتاجها؟

- دروس اللّغة الإنجليزية العامّة
- دروس اللّغة الإنجليزية الخاصّة بالعلوم الإسلاميّة

(ج) - رغبات الطّلاب اللّغوية

10. هل تجد الوقت المخصّص لدروس اللّغة الإنجليزية كافياً لإتقان اللّغة؟

- نعم
- لا

❖ ماهو التّوقيت الذي توصي به لدرس فعّال في اللّغة المستهدفة؟

11. كيف تفضّل تعلّم اللّغة الإنجليزية ؟

- العمل في مجموعات
- العمل في أزواج
- العمل الفردي للطّالب.

12. هل تحبّ تعلّم اللّغة الإنجليزية من خلال استخدام

- التّشرّات و المواد المطبوعة؟
- مواد الفيديو؟
- مواد تعليمية صوتية؟
- أخرى (حدّد)

13. لغرض اكتساب مهارة اللّغة بالإضافة إلى التعلّم الفعّال، كيف تريد أن تكون دروس اللّغة الإنجليزية؟

شكراً لتعاونكم.

Appendix N°04

Authorisation

People's Democratic Republic of Algeria
الجمهورية الجزائرية الديمقراطية الشعبية

Ministry of Higher Education
And Scientific Research
University Abdelhamid Ibn Badis
Mostaganem



وزارة التعليم العالي
والبحث العلمي
جامعة عبد الحميد بن باديس
مستغانم

The Date : 16/12/2019
Department of English Language
Ref : 514/ U.M / R / 2019

مستغانم ف:

الرقم: 514/ ج م ر ج / 2019

AUTORISATION

Je soussignée Mme Farida OUALI chef de département de langue anglaise, autorise l'étudiante BEKADDOUR Sarah inscrite en deuxième année master, spécialité « Didactique des Langues Etrangères » à l'université Abdelhamid Ibn Badis de Mostaganem, d'exercer la partie pratique de son mémoire de fin d'études au sein de la faculté des sciences humaines de l'université d'Oran.

Le chef de Département

السيدة والي فريدة
رئيسة كل اللغة الإنجليزية