PEPOLE' S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOSTAGANEM

FACULTY OF FOREIGN LANGUAGES

DEPARTEMENT OF ENGLISH

MASTER

<<Applied Linguistics>>

A Course Design in ESP
The Case of First Year Master's Degree Students in the Department of
Architecture
University of Mostaganem

This Dissertation is submitted for the Fulfillment of the Master Degree in English –

Applied Linguistics- (University of Mostaganem)

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Academic year: 2016/2017

Dedication

I dedicate my work first to my loving mother, the source of everything that's good in my life, and also for her great support…

…in the memory of my father, I also dedicate this work for him, and all the rest of my family including my crazy cousin (H. Silarbi), and to my friends.

Acknowledgement

I would like to sincerely express my gratitude to my teacher and also supervisor Mrs. Bekri L for her great support, backup, and contribution in the making of this dissertation, so that I'm even more grateful for her guidance and assistance along this research's process, starting from determining my topic for me to work on, and also providing me with precious and very useful pieces of advice, to helping me in carrying out this research work

I am also grateful to my friend Abdellah Saadoun in the department of Architecture for his assistance in gathering data through the questionnaire.

Abstract

English for Specific Purposes since its emergence has been developed and expanded locally and globally. Course design in one of the fundamental stages in ESP, the lacks and problems in the English courses in the department of Architecture, at Mostaganem University, is considered one of the main problems faced by both students and teachers in that department, also another serious problem is the lack of English teachers, only one teacher who is a subject specialist, the aim behind this research is for designing an appropriate course for Master 1 students of Architecture; however, this study is based on the needs analysis of the targeted learners (Master 1 students), the tools used for the data collection were two which were a questionnaire delivered to those students as well as an interview, and the results show that there an urgent need for a new course design for the benefits of those students, their basic needs of the English language were centered around the speaking and the writing skills as priorities especially the speaking skill, and then reading and listening, in addition to their need regarding vocabulary for specific use when reading their scientific articles and texts for them to be qualified for their future careers, at last, an assessment and evaluation were done to examine the teaching method used, the content, the materials, the students' roles and performance, their motivation, and generally the course progressiveness and efficiency.

List of Acronyms

ESP : English for Specific Purposes

CLT : Communicative Language Teaching

EST : English for Science and Technology

EOP : English for Occupational Purposes

EAP : English for Academic Purposes

CLIL: Content and Language Integrated Learning

GE : General English

EBE : English for Business and Economics

EBP : English for Business Purposes

EFL : English as Foreign Language

EIL : English as International Language

EM : English for Medical Purposes

ELP : English for Legal Purposes

ELT : English Language Teaching

EPP : English for Professional Purposes

ESL : English as a Second Language

EVP : English for Vocational Purposes

LNA : Language Needs Analysis

LSP : Language for Specific Purposes

NA : Needs Analysis

PSA : Present Situation Analysis

PDA : Pedagogical Needs Analysis

TSA : Target Situation Analysis

TEFL: Teaching English Foreign Language

CNP : Communicative Needs Processor

List of Tables

List of pie Charts

Table of content

Chapter 1: Review of Literature

Chapter 3: Course Design, highlighting findings, suggestions and recommendations

General introduction

The world has always been developing especially in the last two centuries, like what happened in the industrial revolution, the after world wars one and two, so due to the united kingdom and the united states' great accomplishments in the field of science and manufactories as well as their international political position, the focus was on making deals, conducting businesses, and investing in these two pioneers especially the USA, so here comes the need for learning English for that sake since the main language in this leading country is English obviously, so a lot of time and effort were invested in learning this international language.

In the pursue of that goal, the typical English didn't seem to properly fulfill the need any more, so there must've been a shift in that process, there were a demand for a specific use of English that fits the different areas and contexts. However, here was the first appearance of ESP, i.e. English for specific purposes in the late 60s and the early 70s, whereas this ESP deals mainly with particular uses of the English language in various contexts regarding politics, sports, cultures, industry, and especially science, ESP is concerned mainly with the learners within their specialism, their language needs, wants, and lacks and also other aspects, and elements. ESP and science are a very special combination, because when we talk about science we mention many of its subfields including their specific use of English, like Architecture for instance.

This research work deals with ESP in the particular context, precisely, the department of Architecture Master 1 students, and it studies the situation of English in this environment regarding both the teacher's and the students' perceptions of the course's contents, how it is delivered, the use and selection of materials, the chosen activities, and many other aspects in an attempt of examining the extent of the courses' progress, effectiveness, and appropriateness, as well as analyzing the findings for the purpose of the assessment and evaluation, this type of processes in ESP is known as needs analysis; However, this step is a very essential part in ESP which paves the way to the next stage which is the course design, it is a set of considerations to be taken for the purpose of structuring a better updated English course for the targeted learners of the particular specialty, it includes every teaching-learning factor, aspect, and elements for the intended improvements and developments to be made, whereas, the last stage is concerned with the final assessment and evaluation of both the learners and the learning process

Chapter One

Review of Literature

Chapter one:

1. Introduction:

English importance has grown throughout the last 60 years in terms of the need of the multiple uses of this language in certain contexts, and the emergence of ESP had helped much in that process considering the specific use of language in which it studies, in order to satisfy the need of using English for the better development of a particular field of study or profession, however in this chapter the research tackles the ESP definitions, development over the last 50 years, its main language issues, the ESP teacher, also the teaching of skills in ESP and the ESP's course design.

2. General overview of ESP

2.1. An introduction to ESP:

The world has always been developing since the first centuries of the human existence, from agriculture to industry, from medicine to science in its multidisciplinary fields, however, education was adopted as the main way to achieve success in the previous areas, so that the education has been given the most attention and importance to be enhanced, and language is definitely a very important element in education to be improved as the English language has declared its dominance on the world in the last couple of decades, taking in consideration the USA's emergence as one of the main reason for that dominance, in addition to the UK's history as a great empire that was ruling almost one third of the whole world including Australia, so now English is undisputedly the main language for the international interaction, communication, and business, that's on one hand, whereas on the other hand, according to what occurs after the industrial revolution and the two world wars especially the second, of diversity concerning the huge number of fields of occupations and vocations there was an urgent need for a specific English that could fit every situation or context, and here was the prominence of English for specific purposes around the 1970s, in parallel with the increasing numbers of students who want to continue their studies in better universities in the U.K, or the U.S.A, or other states or countries that have higher educational levels, and also for the new gulf states' universities, that require a certain use of English. (English for Specific Purposes, p3, Keith Harding)

2.2. Origin and principles:

The great development and improvement in the world during the 1950s and the 1960s, concerning the growth of science and technologies, in a time where English is the international language including science led to the first ESP movement, however, what was happening in the world at that time caused the increase of students in the USA, UK and Australia (Dudley-Evans and St. John, 1998). Waters and Hutchinson (1987:6) stated that:

> *"In ESP context, the effect of the historical occurrences resulted*
> *from a mass of people across the globe who wanted to learn*
> *English language because of the key language for the fields of*
> *science, technology and commerce. This branch of English*
> *Language Teaching (ELT) comes from learners` language needs*
> *in accordance with their professions or job description".*

ESP approaches are basically language-centered and learner-centered, and they seem to be complex in the practice and development, however, the approach to language teaching has began as a response to an amount of practical concerns; There is a quite a difference between ESP and EAP, in terms of both the content delivered and the method followed in that process, whereas EAP is more like EGP concerning grammar and the four skills.

2.3. ESP's definition:

Defining ESP according to Strevens (1987:109) is not so easy, however, he stated that *"producing a simple and straightforward definition of ESP is not an easy task",* there are several ESP's definitions provided by many scholars, and some of them defined it specifically according to some conditions and circumstances, not to its real meaning.

ESP is an approach for students with specific goals, or jobs, it is learner-centered in teaching English as a Second or a Foreign language, it is concerned with learners needs in their specific fields such as medicine, science, technology, etc. also for their future jobs, it has completely different goals and directions with GE, in terms of topics and skills, whereas EGP deals with them in general, but ESP goes more specific and accurate.

According to Mackay and Mountford (1978: 2), the definition of ESP can be determined according to the specific purpose of a particular area of field of study, as they stated that ESP is the teaching of English for a *"clearly utilitarian purpose."* Munby (1978;1996) defined

ESP as follows: *"ESP course are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner"*.

2.4. ESP vs. EGP:

Unlike General English that has no specific goal to pursue, except introducing the language in its general form, ESP focuses mainly on the methodology and the disciplines' activities that it serves, and also grammar, register, lexis, discourse, and skills, and others that are linked to them, so ESP is all about the specificity in purpose as Harding (2007:6) indicates *"The sense of purpose gives the language work immediacy and a relevance which is perhaps not always found in other sectors of ELT, particularly of the 'General English' variety"*. ESP as well is relatively more about using language in the practical application than it is about language learning, Architects, lawyers, guides, and zoologists, these all are types of vocations or jobs which ESP may have a great deal with, in terms of relationship among them and the language which is English. (ESP book, Keith Harding, p6).

ESP in addition to all of that gives more sense, purpose, and relevance to ELT in terms of immediate effect on the process of learning and then application through practice in the next activity the learner or the trainee who's concerned will be occupied with, so ESP can be very Challenging especially for teachers, whom are the responsible for its process and so on, however, it can be hard to handle especially for less experienced teachers or whom are newly being in the business, as well as it can be an exciting and an interesting area, due to the new experiences it could offer.

2.5. Subcategories of ESP

According to Keith Harding (2007:6), ESP as any brunch has many subfields covering as many areas as it can possibly do, we can mention: EAP, EOP, EBP, EPP, EMP, EVP, EST, but aside from all of this mixture of acronyms we can focus on ESP in general taking into consideration the EAP context in relation to EBP, because they are the main concerns of ESP when dealing with ELT, besides the fact that the world of business is unprecedentedly spreading and developing in an era where English is the main international language; EST also is one of the most important subfields of ESP, containing many subfields itself such as Science including Earth Sciences, life Sciences, and Physical Sciences; Also Engineering and Technology including Mechanical, Electrical, Civil, and Chemical Sciences,

2.6. Diachronic developments of ESP:

According to John (2012), there are four periods in the development of ESP through the last decades starting from its first prominence in the late 1960s and early 1970s, they are as follows:

- The period starting from 1962 to 1981, had focused on rhetorical devices and text-based counts, with using descriptive research, with regard to grammar with discourse, and rhetorical concerns started to be considered.
- The period from 1981 to 1990, that the ESP scope is to be wider by introducing some key concepts, like linguistic devices along with their rhetorical purposes; needs assessment; genres and rhetorical moves a new concept; the technology use in teaching ESP.
- The third period is from 1990 to 2011, had came with more new concepts and even an idea, the appearance of corpus studies, the dominance of "genre" in ESP research, and the idea of intercultural rhetoric.
- Then the last continuous period from 2011 onwards, concerning the future of ESP, however, according to the most known researchers in ESP in the modern time there will be four main elements, variety, context, Complexity, and Critique.

2.7. The ESP learner:

Despite the fact that there are a serious amount of vocations and subjects covered by ESP which can make generalizations somehow difficult, a teacher of ESP may encounter some tendencies and consistencies in his or her learners, whereas there are two categories of ESP learners, the ones whom are working in their specialism already or at an advanced stage concerning their learning, and the others, i.e. the second category whom are pre-work and perhaps younger in a way that they are unexpectedly knowledgeable enough concerning their specialism. (Keith Harding, ESP, p8-9)

There are characteristics concerning the previous category that can be listed as follows:

The ESP learners have more directed purposes than the obvious EGP learners, whereas they are learning to reach certain specific goals beyond even the language itself.

The ESP learner's further purposes will usually consist of different skills than the ones used in learning a language, so they are often more manual and practical but not necessarily always.

The ESP learner unlike what was before as a language learner merely, he is now more determined by seeking for a vocation and a non-language-based purpose.

The fact that the ESP learner will probably be occupied in his vocation or job, while also studying, then he or she might be distracted and tired when coming to the ESP class.

Unlike EGP learners, the ESP learners may differ much more in terms of their levels in English, therefore, the teacher should expect these dissimilar levels and he has to be able to cope with that through well-studied activities and strategies.

ESP classes usually do not contain many different areas like lawyers, bricklayers, and nurses at the same time, in other words it is rare for that to happen, but rather than that, having the same specialism with varied classes like doctors, radiologists, nurses, and administrators is often possible. (ESP, Keith Harding, p8-9)

The second category however, do have something in common with the first category in terms of the characteristics, but as for the teacher, there will be more challenges for him or her, to develop a certain knowledge or an interest in their specialism, whereas they will be in need of something like motivation, not only for the language, but also for the specialism itself, in order to make their students more eager to learn, more serious, and more interested.

2.8. The LMD system and ESP in Algeria:

In an attempt to cope with the globalization, concerning the educational systems that are used internationally in most developed countries, in the light of that, Algeria has implemented the LMD system that was successful in most countries for the sake of updating the expectations and for better resolutions concerning the Algerian university, including the students that are the main concern of this adopted system; however in this system there are three years of licence degree (6 semesters), two years of master degree (4 semesters), and three years of doctorate degree (6semesters) all about a research work, within this system the focus is on the fundamental units, and a new element included which is the system of 'credits', in which it allows the students to pass to the next semester with modules in debt.

This system was first adopted in 2004, but only in few universities, and then it has grown wider to the rest of universities, the aim behind adopting this LMD system concerning languages in Algeria is to increase the students' proficiency in various settings, in addition to preparing them for better and successful communication in their future career and profession. Many things have changed concerning English in Algerian universities, like the teaching-learning centeredness, content, methodologies, materials, the social context, and the learners background knowledge, this system is still to be successful in Algeria, because unlike the Europe countries that this system is very successful, here in Algeria the development of this system is still in progress, however, in this order ESP is similarly the same, in terms of development in our country, it is possible to say that ESP was somehow neglected before in the classical system, but apparently not in this new system, because it supports English various uses in its many specific contextual purposes. (Haddam Faiza, PHD thesis, 2014/2015, p36 to 39)

2.9. The importance of ESP:

There are several factors that led to the increasing importance of ESP since its first appearance, like the increase of training and learning for the sake of vocations and jobs, day after another in this developing world, also the less attention and interest for the academic education, but rather than that it should be more practical and more purposeful for the students to have enough skills for their vocations or occupations whether in economy, markets, or the business world.

 Another factor in the growing importance of ESP is the new phenomenon which is the globalization that set or rather imposed its rules and terms on the world, one of the outcomes is that English became the chosen language for international communication, that started a couple of decades ago and is still happening nowadays, and will probably continue with increasing growth, because English isn't concerned with only politics, or business leaders or the academic professor , but also the nurse, the receptionist, the site foreman, and construction workers.

General English on the other hand helped students and ESP trainees as they went through the primary and the secondary schools to obtain the basics of the language, and then there comes the role of ESP in the provision of application, practice, and purpose for these students.

ESP has played a significant role in taking the image of the international English to the next level, through its contribution of tackling the intercultural awareness as an important key element in supporting English globally, and then we can say that ESP is for the international English as the operating theatre, the building site, the production line, and the reception desk.

Taking into consideration the ESP's concerns for both the language and the vocational area, a teacher or especially a newly-qualified teacher may wonder if he has to be also an expert in the occupational activity, work, or job of the students to be fully qualified, well, not necessarily, because the teacher only need to be somehow familiar with the subject area; Scrivener (Learning-Teaching, Macmillan 2005) reassures the worried teacher when faced with teaching an ESP course for nuclear engineers that:

> *"You know about English, they know about the topic. Put the two together, and you have the potential for some exciting lessons: 'he goes on to say that what ESP really means is': go on teaching all the normal English you already teach in all the ways you know how to do already, but use lexis, examples, topics and contexts that are, as far as possible, relevant to the students and practice relevant specific skills".*

Nevertheless, there can be in fact a lot more than what Scrivener stated in this quote, however the teacher is supposed to have a full understanding of what that specific area is all about, despite the fact that it may not be an easy task to do, considering the multiplicity of the vocations and occupations that are attached with different culture backgrounds and ways of thinking, that can be seen in the way they use the English language, so here the effectiveness of teaching will be higher as long as those ways of thinking and culture are well understood, whereas there were even some stories of teachers of ELT that taught courses for bricklayers, but they ended up becoming bricklayers themselves, and that seems to be the ultimate success of an ELT teacher, the mutual experience and the exchange of knowledge.

3.   Language issues in ESP

3.1. Grammar in ESP:

It is said that grammar isn't that concerned with the ESP teaching, but that's a misconception to the important role of grammar in ESP, because it has an effective part in texts, readings, discussions and lectures. Therefore, it is concerned with the context of

language use, according to Dudley-Evans & St. John (1998), there are some specific grammar points that are relevant to ESP, like voice, verb tense-aspect, articles, nominalizations, and logical connectors (Discourse markers).

3.2. Vocabulary in ESP:

3.2.1. Types of vocabulary:

In the process of vocabulary teaching and learning, it is important to make distinction between different types of vocabulary that requires different focus.

3.2.2. Technical vocabulary (Jargon):

It is the specific vocabulary that is used by special occupational class or group, usually it is hard to be understood by others, like the specific vocabulary of Architecture, law, medicine, science and technology, all of those fall under the heading known as "Jargon", this term means the particular pattern of words and phrases in which it is used and only fully understood by people within a specific field of study or profession

3.2.3. The required vocabulary in ESP teaching:

Despite the claim that indicates that ESP should not deal or teach the technical vocabulary, there is a constant need always for ESP teachers to offer some help occasionally, for instance, when learners are reading certain texts, articles, or books about their specialty, they might encounter some unknown new technical words that are probably so important to be ignored, so here the role of the teacher in deciding the words that are worth to be focused on. Also when learners are doing ESP exercises, in which they are related to a certain technical words, Dudley-Evans and St. John (1998) state: *"it is important that both the teacher and the learners appreciate that the vocabulary is acting as carrier content for an exercise and it is not the real content of the exercise"*. (p.81)

Also the teacher has to help the learners in understanding the general words that are used as technical words, in addition to clarifying the specific words that do not have an equivalent in the learner's mother tongue, as well as the different possible utilizations of a certain technical term, in addition to its correct pronunciation. (Wafa Ouarniki, master dissertation, 2012, p 32)

3.3. Types of content in ESP:

There are two different contents in ESP that should be differentiated from each other, carrier content and real content.

3.3.1. Carrier content:

According to the book of Dudley-Evans and ST. John *"refers to the subject matter of an exercise; it is contrasted with real content, which is the language or skill content of an exercise."* (p.11)

3.3.2. Real content:

It is the linguistic content, and progressive tense usage pattern, Dudley-Evans and St. John (1998) make a difference between carrier content and real content: *"In ESP, any teaching activity, whether its aims is to teach language or skills, is presented in a context."* (p.11)

The carrier content carries the real content, and teachers will always be focusing on the real content even their learners are dealing with carrier content, so here the carrier content is a step to easily and quickly learn the real content (grammar, vocabulary, etc.).

4. The ESP teacher
4.1. The responsible for teaching ESP:

There have been many discussions between the EFL teachers and others concerning the teacher, who should be responsible for teaching ESP, researches and even experiments were conducted for that sake.

Some research works indicates that most university students suffer some lacks in general vocabulary rather than the technical terms, however, according to Gilmour and Marshal (1993) that have argued that the majority of those students who have such problems are students of a GE teacher not a specialist teacher.

According to Maleki (2006), Students in ESP context need to have strong English language proficiency to reach the targeted ESP goals, especially reading at the level of university, Wiwczaroski (2003) writes that *"in order to succeed in preparing our students, we as professionals need to first lay a proper foundation of competencies"*.

Hutchinson and Waters (1987) were cited by Sadeghi (2005) who argued that the teacher of ESP is supposed to have the same GE teacher qualities, and he also should possess, English language knowledge, thorough command of the course design, and expert knowledge of the related field of science. However, most subject teachers have lacks concerning the first two elements. According to Robinson (1991) the flexibility is an essential element for the ESP teacher, in order to cope with the various different situations he will experience, and also the different group of students. The ESP teachers according to Hutchinson and Waters do not necessarily have to learn the specialist subject knowledge, but they need or require three parameters merely:

- A positive attitude for the content of ESP.
- Knowledge of the subject area's fundamental principles.
- An awareness concerning how much they probably already know.

Therefore, the ESP teacher isn't necessarily supposed to be an expert in the area's vocation or occupation of his students. He has to have a little understanding and familiarity of the subject area

As a result to all the mentioned above, the EFL teachers can be better in teaching ESP courses, meanwhile, the specialist has to have or attain the qualifications that are necessary.

4.2. The role of the ESP teacher:

According to Dudley-Evans and St. John (1998) that preferred to use the term 'ESP practitioner' instead of ESP teacher, when they discussed his/her roles in ESP, whereas they stated that the main roles that an ESP practitioner should perform are, course designer and a provider of materials, teacher of course, researcher, collaborator, and evaluator.

5. Teaching skills in ESP

One of the main important elements to be focused on in teaching ESP is the four main language skills, listening, reading, writing, and speaking, however these skills are the basis for any learner so as to master a certain language, and the students in order to understand English better through ESP is to be a good listener and reader, each skill must be taught with regard to the other skills, because they are interrelated, and no skill should be taught in isolation, (Wafa Ouarniki, master dissertation, 2012)

6.   Needs analysis

6.1. Definition of needs analysis:

In the field of ELT, needs analysis is certainly a vital element in ESP, it is also known as needs assessment, and it is a means of determining the exact learners' needs concerning the language and trying to understand what they think and can get from the language course. The role of needs analysis in carrying out and designing a certain language course is vital, either General English or English for Specific Purposes course, however it was adopted as a very important element by many authors and scholars (Richterich and Chancerel, 1987; Munby, 1978; Hutchinson and Waters, 1987; Brindley, 1989; Robinson, 1991; Jordan, 1997; hump-Lyons, 2001; Dudley-Evans and St.John, 1998; Finny, 2002).

Needs analysis had been defined by Basturkmen (1998:2) as *"the identification of difficulties and standard situations by observation of participants functioning in a target situation in conjunction with interviews and questionnaires."* She also says "Language needs analysis are most often used where the learners in selected situations face very similar difficulties." Furthermore, Chancerell and Richterch (1987) as previously quoted in Basturkmen (1998:2) affirm that *"the aim of needs analysis is not only to identify elements but to establish relative importance, to find out what is indispensable necessary or merely desirable."*

According to Iwai and al,(1999), needs analysis is a term that refers in general to the activities involved in gathering information which will help and serve fundamentally as a basis in the process of developing a syllabus that will suits the needs of a certain group of students, it also helps the teacher to adapt the course better according to the students needs, instead of the students being obliged to do that as well as it makes them more aware concerning their roles in the learning process.

The first idea of needs analysis had came to light in the 1970s as a result of the language course design interest that may satisfy social and individual needs (Palacios, 1992); it has been developed along with teaching of language for specific purposes. The ESP/EAP curriculum has been depending on this term needs analysis to be the principle method in determining what to add and include in it (Bensch 1999). Richards (2001:51) defines the needs analysis' term as: *"procedures used to collect information about learners' needs"*, that's why the needs analysis' role is indisputable in any ESP course, and also is importantly

necessary for the course design; According to Hyland (2007), the use of systematic means to determine the specific text, skills, communicative practices, and linguistic forms which a particular group of students or learners should acquire is definitely central to ESP, whether in terms of materials or syllabi to be formed, in addition to the pragmatic combination with academic, occupational and professional realities.

Needs analysis is clearly a crucial element in any ESP programme, whereas, ESP is considered as an approach to the course design that start with these two questions "why exactly do those learners need to learn English? And what course precisely do they have to have? Hutchinson and Waters (1987:53) debate, *"What distinguishes ESP from General English is not from the existence of a need as such but rather an awareness of the need"* Therefore, *"if learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side what potential can be exploited"* (ibid); Dudley-Evans and St-John (1998:125) has defined Needs Analysis as *"professional information about the learners: the tasks and activities learners are/will be using English for [...] target situation analysis and objective needs."* Additionally, they do also consider Needs Analysis as a process in which personal information like means, wants and subjective needs are restored. Also, they see NA as the continuous process of determining the English language skills of learners, checking out for information that is linked to discourse, genre, linguistic, and determining what exactly is expected behind that course, and also how this course will be managed and run. There are many important factors concerning needs analysis as details to be studied well for the sake of a successful work.

This is a current theoretical framework that was provided by Dudley-Evans and St-John (1998) about needs analysis.

6.2. Needs Analysis and its components:

There are many different approaches to needs analysis in EFL, since it was first emerged in the 1970s, and most of them concerns mainly ESP because of two different reasons:

a- Needs analysis in its first days was focusing on EOP (English for Occupational Purposes), but later it changed to EAP (English for Academic Purposes).

b- The non-determination of the GE learners' needs (Seedhouse,1995:59), whereas it is said to be taken for granted that the learners of General English learn the language just

for the sake of language itself, then here it is a TENOR (Teaching English for No Obvious Reason) case. (Abbott and Wingard, 1981).

Lately Needs Analysis became an umbrella term covering many components.

6.2.1.   Target Situation Analysis:

The first who introduced this term Target Situation Analysis (TSA) was Chambers (1980:29). TSA for him is *"communication is the target situation."* It is a type of needs analysis, which focuses in general on identifying the language requirements for the learners in the academic or the occupational situation in which they are prepared for (West, 1994). Robinson(1991:8) argues "*a needs analysis, which focuses on students' needs at the end of a language course can be called a TSA.*" Munby (1978) in this work have introduced Communicative Needs Processor (CNP). Meanwhile, Hutchinson and Waters (1987:54) claims that

> *"With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided; all the course designers had to do was to operate it."*

When investigating the target situation according to Munby's CNP, the target level performance and the target needs will be established, and his model assures the importance of needs analysis as central to English for specific purposes.

Dudley-Evans and St-John (1998:125) tend to define TSA as: "*Tasks and activities that learners are/will be using English for target situation.*"The questionnaires are generally the most used in TSA as the instrument, whereas accordingly (1998:124). "*TSA includes objectives, perceived and product-oriented needs.*"

6.2.2.   Present Situation Analysis:

PSA may be put as a complement to TSA (Robindon, 1991; Jordan, 1997). However, if TSA attempts to establish what is expected from the learners to be like at the language course's end, PSA on the other hand tries to determine that at the beginning of that course.

According to Robinson (1991:8), "*PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses.*"St-John and

Dudley-Evans indicate that "*PSA estimates strengths and weaknesses in language, skills, learning experiences.*" So here, it is all about the start that should be defined especially if the point of destination to which the learners need to get is to be set first.

Richterich & Chancerel (1980) were the first to propose the term PSA, however in this approach the students themselves, the user-institution, and the teaching establishment is the source of information, so here the ESP practitioner is looking for their resources, information concerning their level of ability, and also their views about language learning and teaching.

The operation of the PSA can be run through diagnostic tests or established placement tests, whereas the information's background (like the level of education and years of learning, etc about the learners) can supply us with the right sufficient information concerning their present abilities that can however be predicted somehow.

According to McDonough (1984), the present situation analysis includes *"fundamental variables"*, and it must be taken into consideration before the TSA. Practically speaking, the seeking of information relating to both PSA and TSA has to be simultaneous. Therefore NA may be considered as the combination of PSA and TSA in the range of ESP, so the reliance on only one aspect either PSA or TSA isn't clearly an option for a successful ESP course when trying to determine what is needed to improve learning and reach to the wanted goals. So as a result, more approaches to needs analysis were proposed.

6.2.3. Pedagogic Needs Analysis:

West (1998) was the one who proposed the term "pedagogic needs analysis" as an umbrella term in describing the following three elements of NA. He indicates the fact that the lacks of target needs analysis must be coupled for by gathering data about the learning environment and of course the learner as well. This PNA covers strategy or learning needs analysis, deficiency analysis, and means analysis.

6.2.4. Deficiency analysis:

Deficiency analysis can be matched with what Hutchinson and Waters (1987) had defined as lacks. According to Allwright (1982, cited in West, 1994), the needs analysis approaches that were developed to concentrate on the present needs or wants of the learner are perhaps called analysis of learners' lacks or deficiencies. Accordingly, this deficiency analysis is the road to cover starting from the present situation to the target situation, with keeping in mind

the learning needs. Thus, deficiency analysis has the ability to form the basis of language syllabus (Jordan, 1997), and that's because it must provide data concerning the gap between target and present extra linguistic knowledge, learning strategies, language skills, and mastery of the language.

6.2.5. Strategy Analysis or Learning Needs Analysis:

This needs analysis' type deals with the strategies employed by the learners in their learning of another language. This however shows more the use of their wants then their learning needs (West, 1998, cited in Songhori, 2008:12). The first to make a distinction between wants, i.e. the needs that students tend to consider more in the limited time available, and needs, i.e. the skills that are relevant to the student, and lacks, i.e. the difference between the desired competence of the students and his present competence. Those ideas of his were adopted by Hutchinson and Waters (1987), who defend an approach this is learning -centered in which the learning needs of the learner play a vital role. Arguably, Hutchinson and Waters advocate an approach that is process oriented, not a goal or a product-oriented one. What should be taught to learners are the skills in which it could enable them to arrive to the target, there should be a consideration of motivation and the process of learning, in addition to the fact that different learners tend to learn in different ways and methods (Dudley-Evans and St-John.1998).

Jordan (1997:26) quotes Bower (1980) who had shed light on the learning needs'

> *"if we accept…that a student will learn best if what he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes."*

Allwright (1982, cited in West, 1994) indicates that the investigation of learners' strategies and preferred styles of learning provides us an image of the conception of learning of the students.

6.2.6. Means Analysis:

Means analysis deals with investigation of Mnuby's (1978) considerations concerning what Communicate Syllabus Design excludes; based on some pedagogical and logistical

aspects, a debate was raised concerning the constraints and the practicalities in implementing language courses that are needs-based West (1994, cited in Haseli, 2008:15). Five factors that were listed by Swales (1989, quoted. In Haseli, 2008:15) which makes a relation to the learning environment, and it should be taken into consideration by the curriculum specialists for the sake of a successful course, they are as follows:

- Classroom culture
- Pilot target situation analysis
- Study of change agents
- Status of service operations
- EAP staff

There are also other Needs Analysis Components like, register analysis, discourse analysis, and genre analysis.

6.3. Instruments for needs analysis

The most common needs analysis' instruments are the questionnaires and the interviews, Kumar (1996) discusses the drawbacks and advantages of both questionnaires and interviews. Questionnaires are easier to process then interviews, through the large possible number of respondents, and they can answer better and frankly, and less time consuming unlike interviews that take more time, in addition to the limited number of interviewees, but within this instrument questions or even answers can be clarified during the process.

6.4. The importance of needs analysis

ESP tends to be almost all about needs analysis, that's due to its great importance in properly designing a course, through syllabus design, assessment and even classroom activities, and materials selection, whereas a course designer when given the information about the learners' specification of language skills, forms, and functions as required in the profile of the learner needs. Mcdonough (1984) indicates the importance of the learners' language needs as a basis for the course development. He says, *"Information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content"*. Riddell (1991) agrees with Mcdonough by stating that: *"… through it (needs analysis) the course designer becomes equipped to match up the*

content of the program with the requirements of the student body (what learners need)." (p.75).

Conclusion:

In ELT, the teaching-learning approaches are the fundamental issues to be focused on; EGP on one hand tends to be a learning-centered approach, while on the other hand ESP is said to be a learner-centered approach in which it deals basically with the fact that the learners decide how the course will be, that appears through needs analysis, the selection of materials, the combination of both the content and the language teaching, also the role of the ESP teacher so these elements directs the course design and its process for the purpose of coping with the students' needs and also perhaps their wants.

Chapter Two

Needs Analysis

Chapter two: Needs Analysis

1.   Introduction:

In an ESP course design, one of the crucial parts that is significant for the study is conducting a needs analysis, whereas, it is an investigation regarding many elements such as the situation of English in a certain context, the roles of both the teacher and the learners, and especially the learners needs, wants, and lacks of the target language, through using various instruments of data collection, in addition to analyzing the data gathered to determine the learners objectives and goals for the attempt of designing a proper English course that fits those particular learners.

2.   Reasons for Conducting a Needs Analysis:

The needs analysis (needs assessment) is an approach that is systematic. Indeed, it deals with studying the ability, state of knowledge, interest, or attitude of a determined audience or group about a given subject. Whereas, the language professionals use NA to learn about and figure out problems and issues that are faced by the learners so as to design effective and appropriate educational programmes.

There is one method that is provided by needs analysis; it deals with what is previously done and what the learning process lacks of in terms of knowledge and skills. This will definitely help the teacher in making clear decisions about what is needed.

The needs analysis goals tend to be always the same, as the goal is to check what the audience is including what they know and think, so as to determine what exact educational system is needed in this context. The next goal is about improving our educational system by making it more acceptable, reliable, useful, and accessible to our learners. Cawley (2009: 3) provides a thoughtful performed Needs Analysis as follow:

- **Impact:** shrewdness about how training and education can influence the audience.
- **Approaches**: the knowledge concerning the most affective educational approaches.
- **Awareness:** of previous existing programmes, gaps in training that are available to make learners use the resources efficiently.
- **Outcomes:** the available current information in which it can be used for documenting outcomes.

- **Demand:** the knowledge concerning the potential need for future textbooks and programmes.
- **Credibility:** the importance, efficiency, and the authenticity of the educational system that is provided and funded by the authorities.

The needs analysis main reasons are first for the learners to check their own level of skills and knowledge, opinions and interests, or even their preferences and learning habits. The collection and the analysis of the needs enable the investigator to know and describe the gap, between what does exist in this available syllabus and what is in fact needed in the target situation. So understanding those lacks and designing adapted courses will be the main purposes to achieve for the future learners.

3.   Steps in the conduction of needs analysis:

There are some different steps to follow when conducting a needs analysis for the sake of better valid and reliable results.

a. Defining the NA purpose, i.e. the main aims behind conducting a needs analysis
b. Delimiting the students population, which means the target audience, the ones whom you are studying the needs, and who will provide the required information.
c. The decision upon approaches and syllabuses, i.e. what and how students need to learn in the course of a given programme of language instruction (Brown, 1995).
d. Recognizing constraints, concerning the situation of the students and teachers.

4.   Methodology

4.1.   Data collection

Data collection is definitely an essential step in any needs analysis, and there are many methods for that end, some of them are used in this research with explained details in the coming section.

4.2.   The significance of the study

The aims of this study are about conducting a needs analysis for the investigation of both students and teachers' perceptions of ESP learning and teaching at the department of

Architecture. The contribution of this study will be very important for designing a course for this specialty's master students.

According to Long (2005) one the main strategies of conducting a needs analysis research is the triangulation strategy, however, it is based on 3 tools or resources to reach valid information. It is also very helpful for the researcher to easily and effectively process in his work, and to optimize the needs analysis validity as well. These tools are: an interview and a questionnaire for the students, an interview for the teacher and a test in the beginning of the semester (placement test). But, because of some limitations it is not exploited, and the students' interview as well.

4.3. Participants:

The amount of participants in this study was almost 30 students of M1 from the department of Architecture including one teacher who is a subject specialist, and who also comes from the department of Architecture in Mostaganem.

The sample of students that I administered my questionnaire to, already have previous experience with English being taught to them in the first three years of license (general English). Then, in M1, the level must be upgraded with regard to their various subfields,

4.4. Instruments:

In seeking for knowing the situation of English in the Architecture department, both quantitative and the qualitative data were gathered for this study. A detailed questionnaire designed for students allows us to check their needs about the linguistic competence, wants and lacks. Also, a structured interview is carried out with the only teacher in that department; the purpose being to assess the status of English in the department of Architecture including both the teacher's and the students' contribution in that process.

4.5. Questionnaire for the students:

This questionnaire is structured and based on various researches on needs analysis in ESP. Among these approaches, there is the one suggested by Haddam Faiza (2015), in which she designed a course design for the Master students of the department of biology in Tlemcen. Moreover, there is another study suggested by Wafa Ouarniki (2012) on needs assessment and evaluation in the University of Biskra. So according to these two researches, this

questionnaire was adapted to the context of Architecture studies ((M1 students) in Mostaganem The aim behind this study is to analyze the learning and the target needs in order to design a proper course that suits their professional and academic needs, in addition to evaluating the suggested course of ESP for master students of Architecture. This questionnaire was made and used as a qualitative and quantitative technique for gathering the data needed so as to be analyzed after, and it is divided into four parts, whereas some main needs analysis' components are taken into consideration in this process, like Present situation analysis, TSA, and LSA, and also the other aspects.

4.6. The four parts that constitute the questionnaire are:

Part 1: is about all what concerns the students' personal information and so on, it deals with his/her age , gender, level of English, and whether this specialism is their own choice or not.

Part 2: it is about the relation between English and the specialty of Architecture. However in this part the questions are about the value of English in the department of Architecture in terms of importance and relevance etc., it is also about how often English is taught and should be taught. In addition to asking them to justify their answers in each case, another important question is about the teacher and it is aimed at knowing if the teaching of English should be a done by the subject specialist or the English teacher, and the last question will be about how useful English will be for their future professional occupations.

Part 3: This part deals mainly with both the teacher's and the students' roles in this teaching-learning process, so the questions to be asked are clear, and are all about the main roles of the teacher and how it should be. Knowing what their role is, the students' acceptance, their expectations, their weaknesses and strengths are all part of this very process.

Part 4: it deals significantly with the students' needs, wants, and lacks which are the fundamental elements to figure out and study their needs analysis.

So, within this questionnaire's process the researcher had to be in the department of Architecture, with a number (sample) of Master 1 students. However, whereas first he/she introduces themselves as M1 English students conducting a research about the situation of English in that department, including its many aspects regarding both the teacher and the student, their roles, level of English competence, motivation, activities, various determinations, needs, wants, lacks and so on , etc, all of that is for the purpose of properly,

appropriately, and effectively designing an ESP course in that context; The students were allowed to ask some questions for clarifications they might be in need to, so, 21 copies of the questionnaire were distributed.

4.7. An interview for the teacher:

The second tool used was a structured interview with teacher in charge of the English module in the department of Architecture. This interview consists of 17 various questions, and is divided into two parts, one about the students and all what concerns them, and the second part with the teacher himself, who is also   a subject specialist, not a General English teacher.

The interview was done in approximately 20 to 30 minutes, and focused in general on what the teacher has expected from his students concerning the competencies of English, and also their wants, needs, and lacks regarding all the four major skills of language. Also the activities involved in the teaching-learning process including knowing about how, where, with whom, under what conditions, and for what purpose the learner is going to use that language play a significant role in this study. The notion of motivation will also be developed. The last questions are about the teacher's knowledge of the subject content and the materials used with regard to their authenticity, and also the possibility for activities that are out of the class.

5.   Data Analysis:

This part of the research is devoted to the analysis of both the instruments used in this data collection, i.e. the students' questionnaire and the teacher's interview, however the objective behind this analysis is to design some ESP courses which will suit the learners in improving their English language levels. It can also be much of help for the teachers themselves as a supportive backup, so here the qualitative and the quantitative analysis used in that process.

5.1. The questionnaire's analysis:

The questionnaire that is administered to the first year M1 students in the Architecture department of Mostaganem for the 2016-2017 academic year is presented in four parts. The first part that is about the students' information that was presented using demographic tables and pie charts concerning their age, gender, specialism choices, and level of English, and also

concerning the other remaining three parts, dealing with English and its relation with Architecture, the teacher's and the students' roles, and the students' needs, wants, and lacks.

Part 1: The students' information

Concerning the first question that was about the students' ages, it shows that most of them are 22 years old, some are 23 years old, then 21 and 24, however this following table shows in details the exact number of each group of students that have the same age.

Table 2.1. The students ages		
Age	Number of students	Percentages
21	3	14%
22	10	48%
23	7	33%
24	1	5%
the Total number of participants is 21		
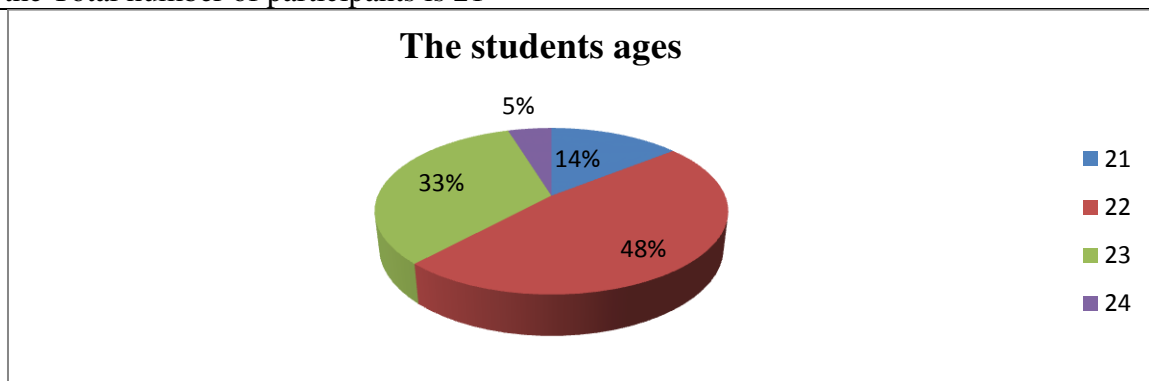
Pie Chart 2.1. The students ages

The second question is about the gender of students. Most of them are males as this following table displays:

Table 2.2. Gender of informants		
Group	Number	Percentage
Male	16	76%
Female	5	24%
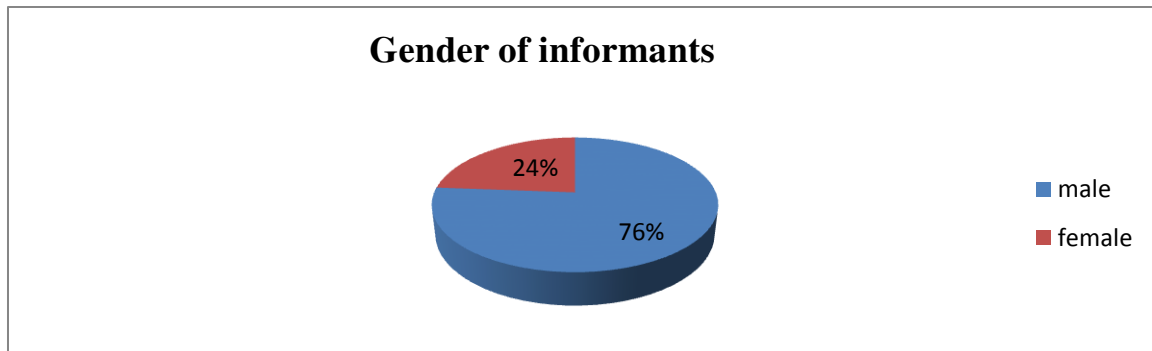
Pie Chart 2.2. Gender of informants

The third question deals with whether Architecture was their specialism by choice or if it was imposed on them the statistics are in this table below:

Table 2.3. The specialism (Architecture), and the students direction		
direction	Number of students	Percentage
By choice	11	52%
Not by choice	10	48%
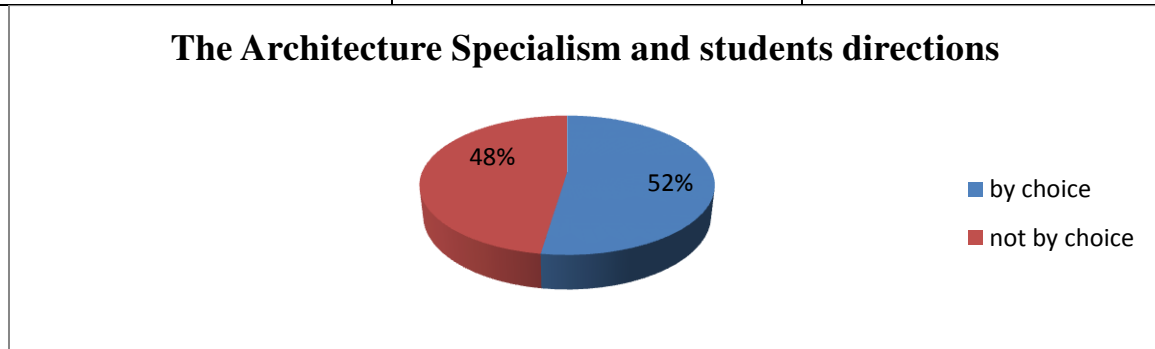
Pie Chart 2.3. The Architecture Specialism and students directions

The last question concerning the first part of this questionnaire is about the students' level. Most of them have a medium level; more details are shown in this table:

Table 2.4. The students' level in English				
The levels	Very low	Low	Medium	Good	Very good
Students number	1	3	13	4	0
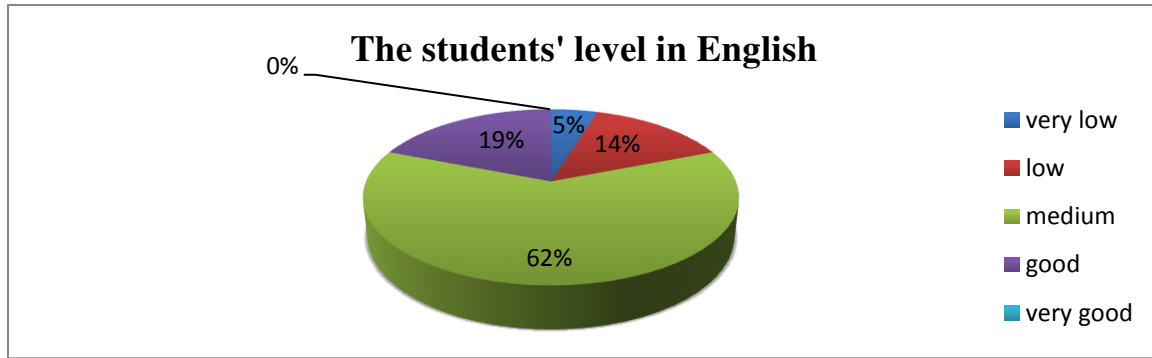
Pie Chart 2.4. The students' level in English

Part 2: English and Architecture

The first question in this second part deals with the students' point of view concerning the relevance and importance of English for their specialism, and the results are as follows:

Table 2.5. The English importance and relevance		
Students' opinions	Number of students	Percentage
Yes	19	
No	2	
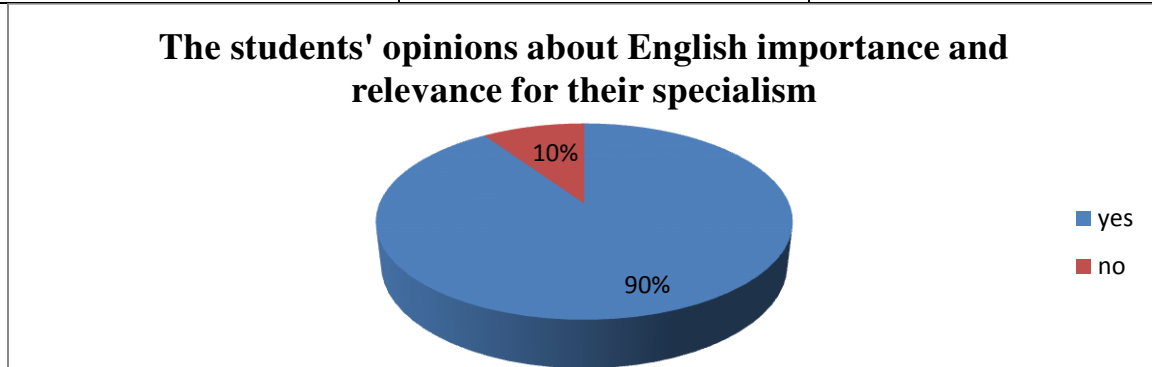
Pie Chart 2.5. The English importance and relevance

Students when asked to provide the reasons behind their choices of answer have stated that English is very essential, because it makes things easier as it is the international language and the world of science and technology. According to them, it is also an easier language as compared to the French language, because it allows communication among Architects worldwide. In addition to its productivity, and those who didn't agree, they justified their answers and said that Architecture is all about application and that it doesn't have a connection with English, and also they don't have the proper level.

The second question was about how many time English should be taught for Architecture students, whereas most of the students agreed on the majority of times, more details down below in the table:

Table 2.6. How often English should be taught.					
	One time	Twice	three times	Four times	Five times
Number of students	0	3	1	11	7

Table 2.6. How often English should be taught.

According to the informants, the main reasons why English should most of the time be taught to students of Architecture is to be more familiar with its grammar, to get information using this language, to use it for developing the student's level in Architecture through communication with people from around the world, to cope with the curriculum, also for continuation and practice, for better comprehension, experience, and mastery, and also because of its importance in the field, without forgetting to mention the weak level of English in our university.

The third question in this part deals with who is supposed to teach English, i.e. the general English teacher or the specialist one, and the results show that the majority of students agreed on a specialist English teacher, the details are as follows:

Table 2.7. The English teacher who should be responsible for teaching according to the informants		
The teacher	General English Teacher	Specialist Teacher
The number of students	3	18
percentage	14%	86%

The teacher responsible for the teaching process according to the informants

- 14% GE teacher
- 86% Specialist teacher
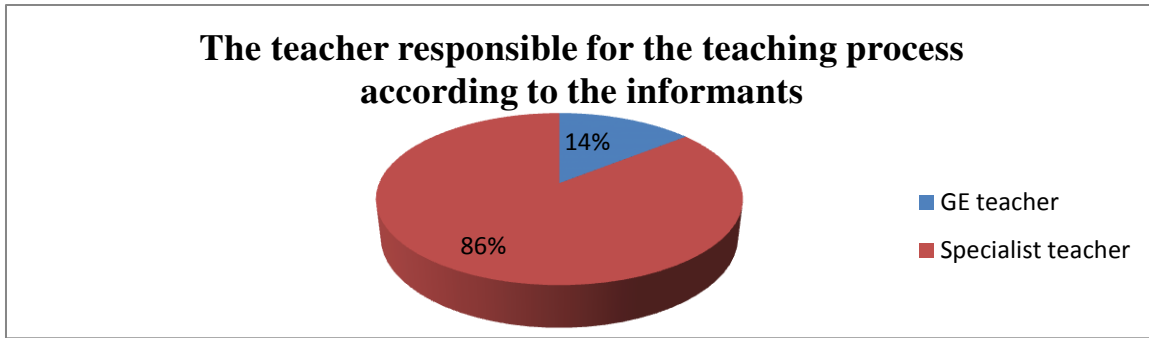
Pie Chart 2.7. The English teacher who should be responsible for teaching according to the informants

When the students agreed that a specialist teacher is the one who should be responsible for teaching, they also justified their answers saying that this latter makes learning easier, better, and more effective unlike the GE teacher. Also the specialist can cope much more with this specialty, and he is also more aware of the specific vocabulary required in this domain, he could also direct the student better. However for the ones who didn't agree with the first group, they justified their answers by saying that the GE is better because they study English in general.

The fourth and the last question in this part in about how students (informants) consider the use of English in their future careers, whether it is useless, a bit useful, useful, or very useful, whereas they mostly agreed on the fact that English is useful, these are the details:

Table 2.8. English importance for the Architecture students' future professional careers				
	Useless	A bit useful	Useful	Very useful
Number of students	0	1	10	10
percentage	0%	5%	47.5%	47.5%

Pie Chart 2.8. English importance for the Architecture students' future professional careers

- 0% useless
- 5% a bit useful
- 47% useful
- 48% very useful
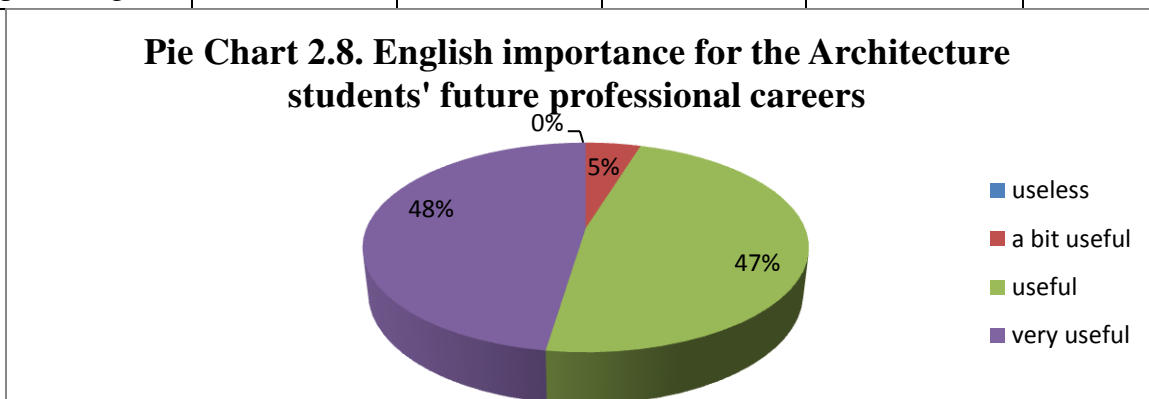
Part 3: The teacher' and the students' roles

The first question in this part deals with the students' opinions about the main roles that the teacher should perform in the classroom. Indeed most of them think that the best role for the teacher is to be a guide, this table below shows more details for those answers:

Table 2.9. The main role of the teacher according to the informants				
Teacher's role	Full responsibility	Guide	Facilitator	Evaluator
Students' number	4	16	3	4
Percentage	19%	76%	14%	19%

the main role of the teacher according to the informants

- full responsibility
- guide
- facilitator
- evaluator
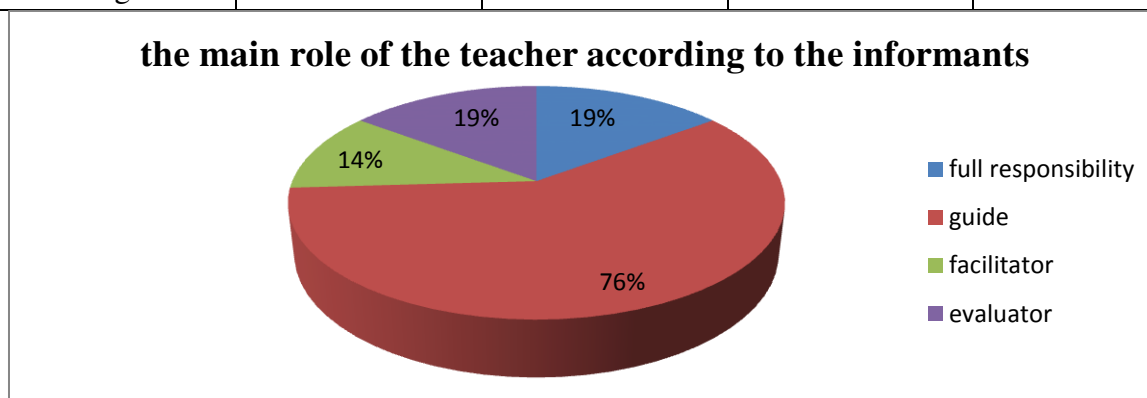
Table 2.9. The main role of the teacher according to the informants

So, students think the English teacher's role in their specialty should be a guide, and when they were asked why, they said they will depend on themselves after education and they need a teacher to guide them first, and also because of the fact that the LMD system requires the teacher to be a guide, whereas for those who chose full responsibility as the teacher's role, they said that they are just beginners and still need comprehension.

The second question is concerned with the way these students are being taught English, whether they agree on it or not, and the results proved that all students do not agree on that according to various reasons. The informants justified their answers by saying that most of them are still weak in English, and they learn English superficially and just for fulfilling the schedule. Some of them said that the teacher doesn't give much importance to it, and, also because they study it non-regularly without enough organization. Eventually, the administration isn't interested in enhancing English unlike the other language which is French.

The third question in this third part of the questionnaire is concerned with how students imagine the ideal teaching of English. Therefore their answers were as follows:

- Through communication to give possibility for more and better learning to get a great level in English.

- The teacher should motivate his learners, as well as making learning easier for them according to their competencies.

- To be updated with the time being, about new teaching methods to be implemented.

- The focus should be on practice rather than theories.

- Seeking for resolutions and future expectations

- Great teaching can be seen through great results.

- Transparency, honesty, and neatness in teaching

- Diversity in topics, and going deep in English

The fourth question is about the learners' role and how it is supposed to be. Besides students said that their role was not as it was supposed to be, because they don't interact much and they just study for the sake of the exams. According to them, their roles supposedly are the obvious roles of any students concerning making researches and seeking for better learning, with doing more efforts and home works, and those roles should be performed according to the requirements of their specialty, in addition to being more active through communicating and interacting with other students of the same specialty in other universities.

The last question in this third part of the questionnaire deals with the level of participation and interaction of the students with their teacher in the classroom; however the results indicate that most students do not interact or participate that much, only sometimes, and some students are more active than others. More details of the results are shown in this table below:

Table 2.10. Students' level of interaction and participation with the teacher in the classroom				
Participation	Never	Rarely	Sometimes	Often	Always
Number	3	2	10	6	0
Percentage	14%	9%	48%	29%	0%
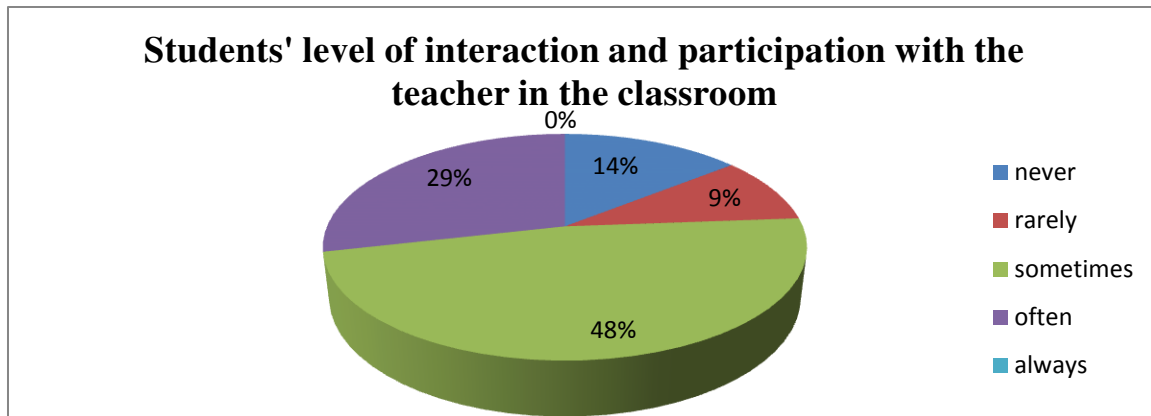
Pie Chart 2.10. Students' level of interaction and participation with the teacher in the classroom

Part 4:

The first question concerning this part focused on the basic needs of the learners of Architecture, this is a list of the students' needs according to the informants:

- Vocabulary concerning learning programmes, and interior designing.
- Practical scientific activities, and topics and items that are relevant to the learning process as it is in reality, and the work place environment.
- Lessons dedicated for the Architecture's specific vocabulary, and ethics.
- Conversation and communication.
- English has to be the first language for science studies in their university.
- English needs to be a very helpful instrument in developing and improving their level in Architecture and go beyond the usual and meet foreigners and exchange experience.

And their wants are:

- To read books, write articles.
- To study English instead of French.
- To master English as much as possible, concerning accuracy (grammar) and fluency.
- To develop their competencies and increase the possibility of getting a job.
- To evade the boring continuous translation to French and Arabic every time.
- Benefiting and application.
- To be a professional speaker, and to give the best to this domain.
- To open the opportunity for out of country communication and experience.
- For the international construction companies and offices design.

However, their main lacks, problems, and obstacles are:

- The overcharged bad programme, and the shortage of equipments.
- A very restricted linguistic baggage, and lacks in the speaking skill, and pronouciation.
- The weak interest in this language in both university and daily life.
- The French dominance over the scientific studies, in addition to the serious neglect of English by the department themselves, including teachers and some students, and the lacks of the pedagogic system.
- The Algerian Government, society, and university.
- Some students don't have the proper English level to engage in conversations with fluent English speakers.
- Lack of acquisition of information, and skills to be active and better in such a specialism, and also for future occupations.

5.2. The interview's analysis:

The teachers play a crucial role in the determination of the course's implementation, and this is due to their perceptions concerning the ESP learning and teaching in addition to their attitudes. In this interview an amount of 17 differently structured and multipurposed questions were asked to the teacher in charge of the English module in the department of Architecture of Mostaganem.

This teacher in that department is in fact the only teacher of English. So unfortunately the possibility of the interviewee multiplicity is not an available option to take, but rather than that this teacher was very collaborative and helpful, and this did increase the mutual interaction between him and the interviewer.

According to the teacher, the situation of English in the Architecture department isn't really as promising as it is supposed to be, due to various reasons starting from the programme provided and the administration, and also even the students themselves, and that's because the many strikes and lessons pauses along the academic year which make sessions somehow not very easy to be set and scheduled properly, in addition to the charged curriculum and so on.

This English teacher in the Architecture department points out that the very majority of the students are de-motivated and less eager for the ESP course, the fact of them not being interested doesn't really help in the teaching process, and the attempt of finding ways to

motivate them and encourage them to learn is challengingly hard to achieve; another point is that the students' level of English is mixed in terms of the linguistic competence, whereas generally their levels in English are intermediate; according to the students (participants) and also the teacher, there are some serious lacks in the syllabus provided, whether in terms of the content that might not be specified, and the less seriousness dealing with materials and so on, so all that make the job of the teacher even more hard than it is already, because the materials are noticeably too restricted except some course books, articles, and library references which are not enough, but no existing of the audio-visual materials to better carry out the lectures of English.

The teacher in the interview was asked about the main lacks of the students, and the answers were mostly about speaking and writing, whereas speaking tend to be the hardest skill for them, and then comes the writing skill, after that the last ranked elements were vocabulary and tenses; The teacher also indicated that focus on the learners' needs is the number one priority as an ESP teacher, so that they recommended the students to read about specialized knowledge in the language of the target domain, as well as doing some practices and presentations, also reading scientific articles written in English to improve their abilities concerning the speaking skill.

6.   The research findings discussion:

This discussion is based on the analysis of the main two research tools; the students' questionnaire, and the teacher's interview, whereas that questionnaire has helped a lot in providing the students' main background, and their English language competence, as well as it highlighted their main issues, attitudes, and needs, the main purpose behind delivering this questionnaire is to examine the students awareness concerning the English situation in their department, their basic needs, wants, lacks, and also their situation with their specialty (Architecture).

The teacher's interview on the other hand allows the interviewer to have a better image concerning English in that department with this particular specialty, and with the students involved in that process, generally every possible detail that is relevant and important to this study, even their suggestions for the improvement that could be of very helpful in the course

design. Therefore, this research tools' analysis that is previously described contributed in reaching some important insights.

One of the main results of the analysis was the demographic variables in addition to the English language competence of the students, whereas most students were 22 years old and most of them were male, and their levels in English are generally medium and closer to be considered as weak.

The second parts' analysis showed that the very majority of them consider English as a relevant and an important language for their specialty, also they think that English should be taught most of years along the curriculum; they prefer the specialist teacher to be responsible for their teaching rather than the GE teacher.

Concerning the analysis of the questionnaire's third part which is the teacher's and the students' roles, they think that the main role of the teacher is to be a guide, and all of them doesn't agree with the way they are being taught the English language, they also explained how the best teaching image should be, mentioning their roles in reality and how they are supposed to be, in addition to their level of interaction and participation in the classroom,

The fourth part's analysis revealed their needs of both the specialty and the language particularly, in addition to their personal wants, as well as their major lacks, problems, and obstacles.

7.   **Conclusion:**

The needs analysis in this chapter provides various valuable information about the learners' perspectives of their English course; their opinions and abilities in the four main language skills, their learning habits, in addition to their expectations for the course's improvements and developments. This study helps in determining the new possibilities regarding what and how to teach, as well as the materials to be used and adapted according to the learners' needs requirements, and the use of English for their future careers.

Chapter Three

Course Design

assessment evaluation

solutions Recommendations

Chapter 3:

1. Introduction:

Based on the needs analysis that was conducted and analyzed in the previous chapter, a set of factors, aspect, and elements were considered in order to shape the new English course, such as the goals and objectives of the course, the methodology, the teaching materials, and the instruments of assessment. This course design aims at helping the students to in a better environment for learning English; this chapter also includes the final results regarding needs analysis and course design with the assessment and the evaluation, as well as it provides some solutions and recommendations.

2. Course design

The specific needs' analysis of a certain group of learners serves as a preface to an ESP course design, and that's because it helps to determine what and how to teach regarding the course given.

The conducted needs analysis in this research sheds the lights on the different aspects required in designing a course that fits the needs of the students in the Architecture department at the University of Mostaganem. These are as it is shown below:

1. The learners' personal information.
2. The learners' professional information
3. The learners' English language information
4. The lacks, problems, and obstacles of the learners
5. The language learning needs of the students
6. The knowledge of how skills and language are used in the target situation
7. What is expected from the course
8. The information concerning the environment in which the course is given

There are some issues that need to be taken into consideration when designing a course in ESP, such as acquisition skills, grammatical functions, terminology, the constraint of time, and the discipline content's specific functions. They are all the most ESP's crucial parts; In addition to all this, the process of the course developments should include as well the goals'

determination and the aims and objectives so as to avoid the de-motivation. So here the goals must be realistic, and also the objectives must be appropriate to the goals (Nunan, 1988).

On the other hand, evaluation and assessment are two very important issues in which they should be included in the process of course design, however, Assessment is the process of scaling what the learners know and can do, whereas evaluation deals with showing how the course of ESP works with the emphasis on the modification of less successful aspects in addition to the successful factors (Dudley-Evans and St. john, 1998).

2.1. Aims of the course

There are many different purposes that Master's students in the department of Architecture need English for:

- For translating scientific articles that are related to their specialty
- For practicing and mastering English so as to be able to follow lectures
- For sitting for formal exams
- For equipping students with a varied and rich language background for daily use, after graduation,, and also especially their future careers
- For taking part in the international conferences, as aims that are short-term
- For proceeding the research studies in their specific areas, as long term aims

2.2. Goals and objectives

Learners by the end of the course should be able to write competently in the English language and to be familiar with the scientific terminology, especially with what is related to their field of study; For instance, the ability of answering questions and performing activities that are written, during lectures and exams. Also the ability of understanding translated scientific articles and writing good summaries in their specialty, in addition to the ability of performing oral presentations when they are attending different international conferences.

The objectives concerning each skill are as follows:

a. Listening:
- For understanding lectures in English language that are related to their specialty
- For understanding oral presentations
b. Reading:

- For understanding the variety of texts, like reports, articles and documents in English

  c. Writing:

- For writing resumes for their dissertations
- For writing articles that are for international journals
- For answering written activities

  d. Speaking:

- For performing oral presentations
- For taking part in the international conferences
- For asking questions in the class or in the conferences

2.3. Course organization

The course will be along one academic semester, with a duration of 14 weeks, and 1 hour 30 minutes a week, so the total number of hours is 21 hours from the beginning until the end of courses, however the groups are supposedly between twenty to twenty five students, the target learners are Master level in the Architecture department.

2.3.1. Course content

According to the results of needs analysis in this study, two of the main language skills are writing and speaking, and then reading; So, first for the writing skill, there are several goals to achieve concerning the development and the improvement of this skill, therefore, a set of activities should be created and then given to the students; developing the writing skill means focusing on grammar in particular, but grammar according to many teachers isn't everything in language learning, thus some students who are good at grammar still face problems in understanding and expressing things in the spoken language, so here the grammar is just a part in the language and mastering it doesn't necessarily mean mastering that language, because there are many other aspects that need to be taken into consideration; Seeking for a good communicative competence requires more than grammar, so that most scholars or known teachers or linguists emphasis on the use of grammar in its practical uses, even though it is accompanied with mistakes just to enhance the students' mastery of communication, and writing is one of those practical uses, because it is a way to apply what the students have learned about grammar, as well as the speaking skill but when it comes to write, there are more possibilities to correct the mistakes, writing is a skill that requires a lot of practice to be good at, whereas the main common mistakes according to previously

conducted researches are subject-verb agreement, word order problems, articles, present perfect tense, passive voice, spelling and punctuation.

The main objectives for the development of writing skills are:

- Students will be able to summarize material that they have read.
- To take notes on readings or lectures.
- To compose coherent paragraphs on familiar topics.
- To write short letters in standard format.
- To be writing for a variety of goals and purposes, depending on their specialty area's needs.

Activities for enhancing the writing skill:

1. The exercises of copying are very helpful especially for beginning learners.
2. The exercises of writing that include completion or dictation or fill in the blank to enhance their abilities in recognizing relations between sentences in addition to hypothesizing.
3. The exercises of sentences-combining which require students to combine long sentences with short ones. And this can be very helpful and useful.
4. The exercises of re-ordering misplaced sentences that helps in building the understanding of the paragraph structure.
5. The exercises of note-taking.
6. The summarizing exercises which can be combined with study skills assignment or reading.
7. The exercises of writing descriptions which can include description of places, substances, and objects, or even processes of many things.
8. The exercises of writing definitions.

The speaking skill is also a very important skill to improve on, it is rather the ultimate skill to be competent at, as well as it is probably the hardest skill to acquire, because it tends to be all about practicing, so that it really takes much time to process in the classroom in addition to the unequal English levels of the students within the same class, it is mostly accompanied with the listening skill because it paves the way for better teaching the speaking skill, so here the teacher should inform his students that the listening skill is highly important

and effective, however once they are competent enough they can engage better in conversations with highly advanced English speakers and even native speakers.

The activities that help in developing the speaking skills:

1. Provide students with activities about practice in conversation management.
2. Teaching students greetings and closings, and their replies.
3. Activities to teach students how to introduce themselves and even others.
4. Teaching students forms to use in case they do not understand.
5. Activities of performance like role plays, group presentations and discussions.

The third skill to be focused on is reading which goes in parallel with the writing skill, however, like the case of listening and speaking, the reading skill paves the way for better development process of the writing skill. Therefore, reading is considered to be the basis and the starting point in learning a language, it requires much extensive and continual practice; in reading, there are two types of skills that are needed, the simple identification skills (like decoding), and the higher levels of cognitive skills such as synthesizing, analyzing, and predicting, the reading program should be working on the two levels in order to improve on both types of skills.

So, in order to achieve that, two main types of reading tasks must be done, extensive and intensive; however, the intensive reading can be used to enhance grammar skills, vocabulary, and comprehension and it is normal reading of short passages. Whereas the extensive reading is a faster type of reading concerning longer passages, for the sake of developing the organizational strategies of writers, and also for the improvement of reading quickly to gain time, and focusing on the main ideas.

One of the main factors that is highly important whether for reading or listening is the vocabulary store of the students, because without enough words or terms, no skill will ever be developed, but when students possess a satisfying amount of vocabulary, the process of developing a skill will be much more easier than without the knowledge of good vocabulary, and especially when this vocabulary is related to their preferable or professional field of their concerns, the teacher when providing vocabulary to his students, he must do that using texts that are meant for students for the sake of relevance to their interests, not in long boring lists, in which students won't often be able to memorize. Grammar on the other side is also very

important when reading, because it helps in better understanding the text or the passage, etc, that is meant to be read, however, it is the link between the reading skill and the writing skill, and that can be through recognizing grammar when reading and trying to apply it when writing.

Objectives of developing the reading skills:

1. The students will be demonstrating their authentic materials' understanding in their content area.
2. Students will be able of scanning a passage quickly in order to find specific information.
3. Students will be using an increasing amount of vocabulary in the subject area and also in general academic language.

Activities for the development of the reading skills:

1. The exercises of using fill in the blank vocabulary.
2. Exercises about the use of prefixes and suffixes and their meaning in English in order to develop vocabulary.
3. Exercises of students using what they read so as to perform a task.
4. Encouraging students for the extensive reading through asking them to be reporting on materials that they read outside the classroom, in which it is relevant to their topic.
5. The teacher should advise students with the silent reading when time is available for the instructional program.

    The listening skill is also an important skill in any language, and it is mostly neglected in many language programs, however, it can be very effective in developing the other skills especially the speaking one, and in the classroom everything that is said and spoken can be used to enhance the listening skill, and the teacher has to adapt his/her speeches and instructions to his students' level of comprehension in order to make the development of the listening skill more easy for learners, in order to do that the teacher needs to check their comprehension first, through various exercises and activities, so he should adjust his/her speech according to their understanding limits, like the difference between the Ammerican and the British accent,

Objectives of developing the listening skill:

1. Students will be able to understand short lectures concerning the content area when the vocabulary is familiar, through their ability in answering questions about the lecture.

2. Students will be able to understand the spoken numbers, also the percentages, decimals, fractions, and other expressions linked to numbers that are common to their specialty field, through their ability of writing these numbers when hearing them in context.

3. The students will have the ability of following instructions that are given in the class concerning activities and assignments, through their proper performance of those instructions.

Activities of teaching the listening skill:

1. Short lectures during every class meeting for the students to develop their skills of note taking in addition to other skills, and that can be through using some visual aids, and real objects.

2. The teacher should be reading aloud to his students, because students will be seriously listening to him/her, also short passages while they read it silently, and that can be very helpful to the students when they listen to the teacher's intonation patterns, and also pronunciation in addition to absorbing some of the native speaker's features of the spoken language; tape recordings are very useful as well for reading assignment, which can be available for students out of the classroom.

3. The exercises of dictation are also a very helpful element not only for the listening skill but also for the writing one; however it is an exercise that combines both the developments of listening and writing.

2.3.2. Types of materials used in the course

The types of materials used in that process are course books, and specialized articles taken from professional journals, specialized texts and semi technical texts that were downloaded from the internet, and authentic materials that are adapted for this particular specialty, whereas these materials were selected according to some bases as follows:

- For providing the motivation to learn
- Ensuring relevance to the level of students, concerning vocabulary and topics that have a relation to their field of study.

- For helping them in developing lexis and comprehension of more general technical terminology.

- For the content to be coped with both the teacher and the learners.

- For giving opportunities to the students for both using their knowledge and enriching it.

3.   Steps in Designing an ESP course

There are six steps in a systematic syllabus design that are suggested by Graves (1996, quoted, in Xenodohidis, 2006, 1), they are as follows:

I.   Conducting a needs analysis:

It is the obvious first step of carrying out any course design, however, it is concerned with the students' knowledge about English in their specific environment, concerning many aspect such as their levels in this language, whether they want English just to pass exams or for their intention of acquiring it, and for future expectations, so that needs analysis is essential in ESP as Dudley-Evans & St. John (1998) describe it *as "the corner stone of ESP and leads to a very focused course"* (p122). Needs analysis is all about the learners' needs, however, those needs are interpreted differently, one that says these needs are what the learner want to do with the language (definition of needs that is goal-oriented), and another that says it is what the leaner needs to do to acquire the language in fact (process-oriented definition).

II.   The course's determination of objectives and goals:

The course designer can determine the course's objectives and goal from the needs analysis that he conducted in addition to the main obvious objectives and goals of any ESP course, however, it is concerned with why that course is taught and what are the learners needs and wants behind studying that specific English, the goals of a course must be relevant and valuable for the sake of students as Xenodohidis (2002) confirms that: *"the goals should be realistic; otherwise the students would be de-motivated."* (4). GE language content, functions, grammar and skills are the fundamental aspects in the core of any course plan, meanwhile, specific functions and terminologies of a certain content are included in the ESP course to meet the specific needs of the learners.

III.   The content conceptualizing:

It is highly important for the teachers to take into consideration many element concerning the content of an ESP course of a particular specialty, those elements are the specific reading passages, vocabulary, items to be used in the fill in the blank activities, topics for the learners to talk about in the discussion activities, and how to recycle the language items that were used in the previous lessons; So, within these elements the teacher should consider the language feature which are very important.

IV.   The selection and development of activities and materials:

There are five important components of language instruction, which are the teacher, students, teaching methods, materials, and evaluation, so here a question must be asked concerning the reason of using materials in language instruction. According to Allwright (1990), materials should help students to learn as well as to be resource books for activities and ideas for learning/teaching, in addition to helping the teacher for better teaching process, materials also help and control teaching and learning (Allwright and O'Neil (1990), so, when learners are now the main concern of ESP, the selection of materials should be according to their needs and wants, however, the most know materials are textbooks, computer software, audio and video tapes, and visual aids. Materials also influence both the content and the learning's procedures.

V.   Organizing the activities and the content:

The presentation and format of activities and content are the most known decision that are made by a teacher, thus the ESP teachers should consider including many elements for that sake such as which activities exactly the learners should do, also whether individually or in pairs or groups, whether or not to pre-teach some items before the learners meeting them in the reading passages, whether to introduce information on the blackboard or through using handouts, whether the discussion should be before or after reading, and also the teacher if he is making a balance concerning the activities in his/her classroom or not.

VI.   Evaluation and assessment:

Assessment and evaluation are two vital elements after designing a course to ensure the development that has happened, as well as the objectives and goals that are achieved, however

assessment is concerned with the extent of efficiency of a particular activity, also the level of participation in those activities, and the differences between learners concerning working on their studies, and the amount of information and knowledge they gained from those activities, in addition to testing learners for that sake and for encouraging them to keep on their learning, whereas evaluation deals with examining all the aspects of course design in order to check if that course serves the purpose intended to be arrived to, and it requires to look at both the course's planning and running, and its results; Therefore, the main elements that should be taken into consideration are the level of progress the course has, in addition to the learners' acceptance and satisfaction with that course, including the teacher themselves, also whether or not to find better ways for the improvement of the course, and finally the extent of the course's success in properly preparing the learners for reaching the needed objectives.

4.   Sample course:

In this course there are 7 units, whereas each unit consists of two lectures, making them 14 lectures (or sessions) as it was previously planned and mentioned earlier in this chapter.

Units	Topics	Aims/Functions	Language points	Activities
Unit 1	Profession of an Architect	-Brainstorming -reading -writing	-present simple -technical terms -word order -grammar principles	-Fill in the blank -activities of prefixes and affixes -exercises of copying -exercises of writing that includes dictation and completion
Unit 2	Exterior & Interior Features	-understanding -describing -practicing -comparing -reading -writing	-Present simple -scanning -skimming Adverbs and adjectives -compounds adjectives	-summarizing -reordering mixed sentences -sentence combining -writing descriptions -writing definitions

Unit 3	Urban Design & Landscape Architecture	-listening -translating -understanding -taking notes -writing	-terminology -technical and sub-technical vocabulary -spelling -present simple -writing techniques	-mini lectures -note taking through listening -demonstrations -activities that involve audio-visual aids -orally testing learners' comprehension
Unit 4	Architectural Features of Castles	-Language development -listening -reading -speaking	-Using present principles -active and passive verbs -sentence connectors -tenses and vocabulary -preposition of direction	-activities of reading aloud whether the teacher or the students - reading short passages by the teacher (to help them improving their speaking skills based on the teacher's performance -recording reading for out of class practice
Unit 5	Architecture of Cathedrals & Temples	-Recognizing technical vocabulary (acquisition) -understanding scientific texts (comprehension)	-synonyms -Nouns vs. verbs -difficult words -technical vocabulary -word confusion	-dictation exercises -audio tapes and even video tapes -pair work -discussion groups
Unit 6	Sustainable Architecture & Modern Design	-to describe orally architectural shapes -completing	-Words connectors -verbs/adjectives -technical and sub-technical vocabulary	-activities that includes using listening practice (it helps much in improving the speaking skill)

		statements -writing a grammatical and coherent passages -lexical knowledge	-terminology -writing techniques	-giving students practices in conversation management -teaching them the main greeting and closing expressions during a conversation -activities that involve using audio visual aids and special technological equipements
Unit 7	Making proper presentations and improving the communicative competence	-orally preparing and presenting scientific researches -being able to engage in communication with native speakers Functions: -creating presentations -designing -power point -slides	-terminology -verbs/ adjectives -technical and sub-technical vocabulary -pronunciation -Summarizing techniques -oral presentation techniques -fluency -accuracy	-teaching them to introduce themselves -teaching them forms -role plays -oral presentations (preferably by using audio-visual aids, because it provides them some motivation) -using flowcharts -

5.   The challenges of designing an ESP course

One of the main ESP's characteristics is that a course must involve the specific language of that particular specialism, content, and especially its terminology; however, not all ESP

teachers are subject specialists but only few, thus the challenge in designing a proper ESP course for a certain specialty is generally not that easy, and especially for the GE teachers, whereas those challenges can be seen through the serious difficulties a GE teacher face in dealing with the terminology of a particular specialty, in addition to the selecting and adapting texts according to the students needs; Therefore, the teacher should be more interested in learning about the subject matter instead of just being an English teacher of that subject matter, one the important issues to be focused on is the pronunciation of the specific terms of a particular, also another challenge for the course designer which is probably the main purpose behind designing an ESP course that suits a particular group of learners, it is adapting with the needs and wants of those learners to the new course and to be integrated in the syllabus design including the focus on the four main language skills, the content , as well as the activities needed in that process.

6.   Assessment and evaluation

In needs analysis, the main concern of ESP is shedding the light on what to teach first, then how to teach concerning a particular course, after that a course design will be made including the goals, the objectives, materials selection, and then assessment and evaluation, whereas those last two stages must be linked always to the rest, also according to Dudley-Evans and St. John (1998) who state that: *"the preceding stages should not be used in a linear progression; they are interdependent overlapping activities in a cyclical process"* .

One of the main elements at the end of the program development is evaluation, whereas according to Brown (1995:217) who state*, "The heart of the systematic approach to language curriculum design is evaluation: the part of the model that includes connects and gives meaning to all other elements."* Evaluation is definitely a fundamental part of teaching and learning as well as it is the final step in the development of a language course. However, its functions deals with both the course's progress and the students also, those concepts of 'assessment' and 'evaluation' have been used interchangeably, whereas according to Nunan (1998) assessment deals with examination of the students' learning in different processes, on the other side , there is a more wider term which is evaluation, requiring assessment, in addition to other processes also, like the final exams which shows the level of the learners' knowledge at the end of their course, including their feedback's analysis as well.

Chapter Three: Course Design, assessment, evaluation, Solutions and Recommendations

In many fields of study and especially ESP the last stages are assessment and evaluation in a course design Graves (1996). In ESP, the evaluation deals much more with the efficiency and the effectiveness of learning with reaching to the determined objectives, evaluation is a very essential part in the course design. However, classroom activities, the use of materials, the support that's out of the class, the methodologies of course design including any aspect concerning the learning/teaching situation, are considered the most important topics in which it should be evaluated.

The evaluation can be quantitative as well as it can be qualitative, whereas the questionnaire with its objective questions in addition to tests can provide some percentages and numbers for various individual items. However, they may supply with answers to questions of the what, meantime it is not that easy to be dealing with the why and how. According to Dorda (2005), the qualitative methods like interviews and discussion may cover a wider area, but also it might be less comparable, in ESP, evaluation consists of 'summative' and 'formative' aspects, whereas, formative evaluation (ongoing) usually takes place in the same time of the process of an activity or a course, during this study the focus will be on the learners' self assessment in addition to a test before the semester's start so as to evaluate the students' weaknesses and strengths in the English language prior to the future ESP course's implementation and also the findings in order to help in shaping the course. However, on the other hand, the summative evaluation is probably more helpful concerning the end of the course that can be through the examination of checking the progress the learners are making, in addition to the students' feedback analysis using a questionnaire as well as discussion.

The learner assessment is a very helpful element in shaping a proper course design, and it can be done using many different forms, they are all based on testing, whereas those test categories are a placement test, diagnostic test, achievements or progress test, and a proficiency test, but since this research work is too narrow, the learner assessment was skipped, and the work's process dealt mainly with a questionnaire delivered to the students.

6.1. Students' feedback questionnaire

A summative type of evaluation was used in this part which is the students questionnaire in order to help the course designer in his/her attempt to get a better image of the English

situation in that specific context which is the Architecture department in Mostaganem; and to consider all the aspect and factors that led to current results including all what concerns both the teacher and the students; in addition to the syllabus or even the curriculum in which they were provided, and how all these elements can be effectively used in covering the lacks of that teaching/learning process, through considering every reason and every factor in gathering the elements needed in designing a proper course that suits these particular students for better future experience.

The questionnaire was provided to the students randomly, so as for the answers to be as original and honest as possible, in addition to objectiveness and the students to be realistic. This questionnaire is an evaluation investigation that was divided into three main parts:

1. Part 1, which tackled the evaluation of students situation concerning their own specialty and English, and also both of them combined, using different question of 'pick the right answer' with asking to justify sometimes.
2. Part 2, which dealt with the evaluation of both the teacher's role on one hand and the students' roles on the other, using close and open questions.
3. Part 3, this part was all about the evaluation of the students' basic English language needs, in addition to their personal wants, as well as their major lacks, problem, and obstacles in this language, using open questions.

6.2. Students' feedback questionnaire analysis

The analysis of the students' questionnaire was done quantitatively and qualitatively along the three parts as follows:

Part 1: the learners' relation with English and Architecture

The students' levels of English as was shown in the needs analysis stage of this research work is generally medium, and to some point less than the average, and to what was expected, whereas only few of them were somehow good in English and could answer the questionnaire that was delivered in the English language, while most of them answered the Arabic version, so that may reflects the probable lack of interest in English as it might show the improper acquisition of English for those students.

The second point in this part is about the students' opinions concerning the relevance and the importance of English in their specialty, whereas the results were positive, and the very

majority of them agreed on the crucial English importance for Architecture, that affirms their awareness concerning the effective role of English in this field of study. However, their justifications were reasonable; including the English dominance in the world, and it is the language of science, etc. The third point tackled how many times English should be taught for the their specialty along their curriculum of master degree, whereas most of the students assure that English must be taught most of the time, due to its importance, and also for better grammar acquisition, in addition to communication, so here is a very important point to be taken into consideration for whom are responsible for designing the English curriculum.

The fourth point discusses the students' preference for the teacher who should be responsible for their teaching, whether a GE teacher or a specialist teacher, so the results show that the majority of students prefer a specialist teacher, now here is another crucial element to be focused on, as it also confirms the students' knowledge and awareness. Also another point the students pointed at is the importance of English in their future professional careers, whereas almost all of them assured its usefulness.

Part 2: discussion of the teacher's and the students' roles

The first point in this part tackled the students' opinion towards the teacher's role in the classroom, whether a full responsibility or a guide or a facilitator or a evaluator, whereas most students think the teacher should perform the role of the guide, while some others have think the role should be a full responsibility and evaluator, these results show that the students' awareness of that new educational system (LMD) which indicates that the main role of the teacher should be a guide.

The second point in this part is concerned with whether students are ok with how they are being taught English or not, but unfortunately all of them do not agree on that, due to various reasons they explained, regarding the courses themselves, the teacher, the administration, and the students also. However, the reasons behind this frustrating answer of the students might be related to many aspects such as the courses that are not properly introduced to the learners, lack of seriousness, and lack of motivation for both the teacher and the students. However, the third point has dealt with who should the teaching process be according to the students, and their main concerns were about communication as a very effective aspect, also motivation, the possibility of implementing new teaching methods, practice, diversity of topics, the teacher's professionalism, resolutions and expectation.

The fourth point to be discussed is about the students' roles in that teaching/learning process, and their roles are to be making researches, seeking for better learning experience, doing more efforts and home works, and to be active as what their specialty requires them to be. This may suggest that the students are aware of their roles, trying to improve their abilities and competencies for both their specialism and the English language,

Part 3: the evaluation of students' needs, wants, and lacks

The first point in this part deals mainly with basic language needs of the students, whereas, they pointed out that specific vocabulary, grammar, practical scientific activities, relevant topics, oriented lessons, conversations and communication, and the improvement of their language level, are the main needs of the English language. Therefore, those students are clearly aware of what they need to gain and obtain from the language regarding their field of study. The second point was tackling their personal wants behind studying the English language, thus they stated that reading books, writing articles, mastering English, developing their competencies, acquiring and applying, seeking to be professional speakers, opening the opportunity for the abroad communication and experience, and evading the usual translation are their main wants in studying the English language, however, that is a good sign of the students' knowledge and familiarization with what do they want with studying English in their specialty. The third point and the last in this part has dealt fundamentally with the students' lacks, problem regarding the English language, and main obstacles that are keeping them from being good at it; those lacks according to them were basically concerned with the English program in their department, the neglect of English by the department and the teachers, a restricted linguistic store, lacks in the four skills, the weak interest in the language, and the lack of the proper acquisition of the English language; all these lacks and problems in which the student are facing reflect their sufferance in their attempt of being sufficiently competent in the English language for the sake of their specialty's English requirements.

7.   the findings' Discussion and interpretation

Since evaluation is a vital element in any ESP course and it comes as a last step in that process, this research as well has to consider the evaluation of the previously

mentioned findings, regarding the status and the development of English in the department of Architecture in Mostaganem.

As a start, the researcher wanted to know whether the students' specialism was their own choice or not, because that might help in trying to know if the students are motivated enough to do what it takes to be master their specialism including being competent in The English language, in which their level is not so promising due to various different reasons, one of them might be their considerations regarding the English relevance and importance for their specialty, despite the fact that these students realize the great importance of English in their studies, they are relatively still weak at it except few students who showed a good level, and whom had answered the questionnaire in the English language; The students also pointed out that English should be taught almost always in their academic careers, this element is highly important for the curriculum designers (the ministry's educational experts); In addition to their clear preference for the specialist English teacher to run the teaching process instead of the general English teacher, the students however do recognize the subject specialist's effective role in being responsible for the teaching process, and not a typical teacher of English, and that's because the competencies and the qualifications this particular specialty may require. Another important point also is the fact that these students understand the value of English in their future careers, so this point has to be taken into consideration so as to develop the students' English competence, so here the role of the teacher is crucial in paving the way for that to be successfully done.

In this case of the department of Architecture master level in Mostaganem, the students were not that satisfied with how they are being taught English, due to various reasons explained by the learners such as the fact that they study this language superficially and just for passing exams and moving to the next academic year, this is a problem that should be solved by the administration with the teacher's cooperation, because it can be a reason for de-motivation while one of the most important purposes of the teacher is to be motivator for his/her students; one of the unusual reasons that was highlighted by the students is the departments' interest in the French language rather than English, The students on the other hand expressed their imaginations regarding how the exemplary teaching will be, mentioning the role of proper communication, the teacher to be a professional, in addition to a lot of practical activities, and also seeking for better future resolutions and expectations, as well as their roles as students to be like the ideal role of any learner especially the ESP category, the

students are aware of many important factors, aspects, and elements in which it allows them to be better learners for the success of their studies, including the significance of their basic language needs regarding grammar, specific vocabulary, practical activities in the target language, being competent in the four skills, and more communication, these are the basic needs of the language, and these students realizes their great importance, so they just need to be motivated and determined, as well as being supported by the teacher and the department. The students want the English language for many reason such as reading books and articles related to their field of study, also to be a competent English listener, reader, writer, and most importantly of all a speaker, and also for English to be the tool in which these students will use in order to master their specialty through interacting with foreigners that are specialists in the same field, whereas to do that their lacks, problems, and obstacles as previously mentioned must be covered and solved for the greater success through considering every aspect that helps the students to achieve that including, the English course content, the materials, the teaching activities, the effective role of the teacher, and the assessment and evaluation.

8.   Suggestion and implications

The process from needs analysis to course design is a very essential part of ESP, because ESP is fundamentally concerned with the learners specific use of English in various different contexts, regarding the content of the language, the materials to be used, in addition to the learners motivation an ESP course must provide, also improving the communicative skills as well as the course should effectively link between the listening and speaking practices combined with reading and writing. According the data obtained from the students in this study, a set of suggestions is provided for a better course and classroom's teaching practice.

8.1. Course Contents:

According to Hutchinson and Waters (1999: 53), the learners must be aware of what they need and teachers also, the effectiveness on the course's content will be noticeable,

whereas the benefits might just be great regarding the success of the course; So here the need for a reliable content which fits the needs of these students of Architecture is necessary, including grammar especially for the purpose of speaking, in addition to a specific vocabulary, with little attention to the terminology of this specialism, without neglecting pronunciation for the completion, the content should be introduced in respect to the balance of the use of the four main language skills, with little focus on the learners' preferred skill.

8.2. Classroom Activities:

One of the main activities the teacher should be focusing on is reading, because most of the materials provided to the students are texts, book, articles, scientific journals, and also because reading is very effective when it comes to improving both the reading and the writing skill, reading with translating is also an efficient activity to consider, and all the activities that include reading and writing, also other activities linked to using different materials like the audio-visual equipments despite the lack of those tools in the department of Architecture; the practical activities are highly supported since it contributes in allowing teaching to be more realistic.

8.3. Teaching Materials:

According to Hutchinson and Waters (1987: 96), there are three types of materials which are, existing materials, materials writing, and materials adaptation, however, the most known materials that are used in ESP are textbooks and handouts, and in order to develop the effectiveness of teaching the teacher has to consider the use of different materials, like technological equipments including data show, laptops, smart boards, or even phones when needed because lately everything thing deals with technology, so the teaching materials as well must be adapted to the new developments that's happening in the world.

8.4. Use of Audio-Visual Materials:

The learners are proven to be better learning when they use more than one sense in learning, like what happens in the audio-visual materials such as laptops or data shows in classrooms, however, these latest technologies provide the learner with new experiences, and enjoyment in learning which makes the learners more motivated and eager to learn, and that is very useful in developing the students' listening and speaking skills, unlike the usual

materials like textbooks and printed articles, although they still have some positive effects but not to all students.

8.5. Assessment and Evaluation:

Since assessment and evaluation are vital elements in any ESP course, there was a need for revising the assessment and evaluation procedures of the new course to check the students' knowledge, understanding, and comprehension, assessment is an ongoing process that includes many tools to test the learners' progress and weaknesses like evaluation and tests, whereas homework also can be an assessment tool when checking the students' diligence and also their motivation to learn.

8.6. Role of the Teacher:

According to what the students have noted regarding the role of the English teacher in fact in the department of Architecture, which didn't reflect the best role of the ESP teacher, there are certain aspects in the role of the teacher that should be taken into consideration like whether the teacher is a subject specialist or a general English teacher, in addition to his level in both the language and the specialty, whereas the success of the teacher's role will be determined according to these elements, but rather than that the role of the teacher is not that easy, because the teacher must be a source of motivation first, then a consultant, an adviser, sometimes a partner, and generally a guide for his/her students.

9. Conclusion:

Following the results of needs analysis' process of this research, several considerations and procedures were taken in determining the main steps to follow in designing an appropriate course which can suit the needs of the targeted learners that are Master 1 students in the department of Architecture; however, the main aspects were the goals and objectives, the materials selection, in addition to the evaluation and the assessment of the students' analyzed results of the questionnaire as well as the teacher's contribution through the interview, and also providing some solutions and recommendations for better process of the English course regarding the content delivered, the choice of materials, the classroom activities with serious concentration on the four language skills.

General conclusion

This research work is a survey that deals with the analysis of the process of English teaching and learning in the department of Architecture at the University of Mostaganem, the case of first year Master students; however, it is basically concerned with the learners' needs of the English language, the aspects of interest, and the main problematic points in their learning process, this research's findings have reveals some facts regarding the reason behind the ineffectiveness of the current course, the main aims of this study is to analyze, assess, and evaluate the current students' learning status regarding their language acquisition, interaction in the classroom, and communicative competencies.

In this research, the first chapter was dealing with ESP's definitions and characteristics, whereas one these most interesting definitions in that ESP is more like an approach rather than being a product, by Hutchinson and waters (1987), including the ESP's historical development and its linguistic issues, the teacher' and the learner's position, the development of the four skills and the process of needs analysis, before moving to designing an ESP course. The second chapter was concerned with the needs analysis stages, procedures and process, so here the situation of English in the department of Architecture was the main concern of this essential stage in a course design, in addition to the main issues the English teacher encounter in that context including the learners perceptions on the teaching-learning progress, as well as the data collection instruments that were used, and the participants also who provided information about their language needs, wants, and lacks. The third chapter however tackled the steps to designing a proper English course for the targeted students of that specialty taking into consideration every aspect and element, in which it helps and distributes in that process through analyzing the needs analysis results and findings, and then developing and improving new teaching techniques or even methods, new adapted teaching materials, activities for the four macro skills enhancement, and generally accomplishing new goals and objectives which reflects the successfulness of the updated course design.

The last step in this third chapter is the course's assessment and evaluation through the application of several tests and examinations regarding not only the students' progress but also the development of the teaching-learning process, considering all the problems of motivation, materials and methods. Finally, a set of solutions and recommendations were given regarding all the aspects and elements that can be used in developing the course's process despite all the difficulties encountered in a county like Algeria.

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Appendices

Appendix 1: the students' questionnaire

Questionnaire

This questionnaire is mainly designed for M1 Architecture students of Mostaganem, and it basically deals with the use of English in that context, with regard to the specific role it plays in addition to its importance and efficiency in both the current and the next coming stage or activity of this specialism, we also aim to determine the status of English in that environment taking into consideration both the teacher and the learners' roles, level of interaction, and most importantly the basic needs of the learners; So your help and collaboration will be of great use, and will be highly appreciated.

Please feel at ease answering these following questions, and thank you for your time and effort.

Please put this mark   ✓   for the right answer.

1. Student's information:

1.1. Age: ☐

1.2. Gender:

Male: ☐   Female: ☐

1.3. Was this specialism your choice?

Yes ☐   No ☐

1.4. How do you consider your level in English?

Very low   low   medium   good   very good

0 ☐   ☐   ☐   ☐   ☐

2. English and Architecture:

2.1. Do you think English is important and relevant to your specialism?

Yes ☐   No ☐

Why?..
....
....

2.2.In your opinion, how often you think English should be taught for students of this specialism along the academic years?

Very few times   sometimes   half of times   the majority of times   always

[ ]   [ ]   [ ]   [ ]   [ ]

Why do think so? ,……………………………………………..

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

2.3. Who do you think should be responsible for that teaching process?

   A General English teacher [ ]   , a specialist Teacher [ ]

Can you justify? ,……………………………………………………………………………

………………………………………………………………………………………………….

2.4. Do you think English will be useful for your future professional careers?

Useless [ ]   , a bit useful [ ]   , useful [ ]   , very useful [ ]

3.   The teacher/students roles:

3.1. Which role exactly do you think the teacher should perform?

Full responsibility [ ] , guide [ ] , facilitator [ ] , evaluator [ ]

3.2.Are you ok with the way you are being taught English?

   Yes   No

   [ ]   [ ]

How is that? ,……………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

3.3.In few words, how do you imagine the ideal teaching would be? ,…………………….

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

3.4.What are your main roles as students in fact? ,……………………….....................

……………………………………………………………………………………………..

How do you think your roles should be? ,…………………………………………………..

…………………………………………………………………………………………………

3.5.How well do you interact with the teacher in the classroom?

Never ☐   rarely ☐   sometimes ☐   often ☐   always ☐

4. The students' needs, wants , and lacks:

4.1.As a point of view, what are your main needs/activities/ topics you would like to
   have?

   a- …………………………………………………………….
   b- …………………………………………………………….
   c- …………………………………………………………….

4.2.What exactly do you want to reach with your learning?

   a- ……………………………………………………………
   b- ……………………………………………………………
   c- ……………………………………………………………

4.3.What do you think your lacks/problems/main obstacles are?

   a- ……………………………………………………………
   b- ……………………………………………………………
   c- ……………………………………………………………

Appendix 2: the teacher's interview

The questions that were asked to the teacher in the interview:

1- As a teacher, what is your knowledge of and attitude to the subject content?
2- What are the materials used?
3- What are the opportunities for out-of-class activities?
4- What will the course be used for?
5- How proficient does the user have to be?
6- What communicative activities will the learner take part in?
7- Where will the language be used?
8- What content matter will the learner be working with?
9- How will the learner use language?
10- Under what conditions will the language be used?
11- Who will the learners be using the language?
12- What will the language be used to do?
13- What language uses is the learner already familiar with ?
14- 14: what did you expect from the students in terms of the language abilities in their classes?
15- What are their main lacks and weaknesses in the four basic skills (listening, reading, writing and speaking)?
16- What do u do to improve their motivation, either with using the language or without?
17- What do they need from the language exactly as students, and what do they want from it (their own wants)?

Appendix 3: sample lesson with multiple activities

FACTORS UNDERLYING TRADITIONAL ISLAMIC URBAN DESGN

A consequence of the gradual Westernisation of most Islamic Arab Cities is that the traditional buildings and neighbourhood complexes are being lost at an alarming rate. While this erosion may be undesirable from a cultural and conservationist viewpoint, it is becoming apparent that problems are also being created of an environmental and social nature.

Religion

1/- Because in Islamic praying in groups is preferable to praying individually, Muslims erected mosques and sited them at the heart of the city and the various quarters.

2/- Because Islam prescribes ablution before prayer, Muslims constructed fountains, public baths and other water supplies throughout the city.

3/- From a few passages in the Muslim holy Book, "the Qur An, Sura V, 92, V174, it is apparent that statues and sculpture are prohibited. As a result public squares and even houses never exhibited any kind of statues.

4/- Because the separation of the sexes and privacy are two of the most important characteristics of the Islamic culture, these factors were reflected in both house design and city planning.

For example, the house was designed in such a way that a visitor, on entry, had to pass a doorkeeper, then an angle in the entrance passage that prevented any outsider from gazing into the house. A locked door from the inner courtyard gave access to the women's portion of the house. In addition, the house was planned so that none of its windows looked into any other house, nor could the courtyard be seen by any neighbours from their roofs.

EXERCISES:

FILL IN THE GAPS WITH THE FOLLOWING WORDS:

Open, Mosques, Mihrab, Koran, Ceramics, carpets, Religious, point,

The mosque was the focal point of the Muslim community, it provided many services than a purely religious one. The only furniture was the pulpit, but the floors were covered in rugs and carpets on which the congregation knelt. The buildings were decorated with mosaics, ceramics, and relief carvings. These were not figurative designs, but elaborate calligraphic quotations from the Koran with naturalistic and geometric designs. All mosques contain the mihrab which indicates the direction of Mecca, towards which the faithful direct their prayers. Although the form and shape of mosques vary greatly, they all have a minaret or tower from which the priest (muezzin) calls the faithful to prayer. The earliest form was in open plan style.

TRANSLATE THE FOLLOWING WORDS INTO FRENCH:

Holding area: …………………………; landing area: …………………………; loading zone: ………….

Take off area: ………………………….; safety area : ……………………….; parking stand: ……………

Landing: …………………….; take off : …………………; emergency landing: …………………………..

Boarding pass/card: ………………………….; check-in desk : …………………………………..

Open call for tenders: ………………………………; restricted call for tenders: ………………………

Conditions of contract: ……………………………….; stair enclosure: …………………………

Cut : …………………….; fill: …………………….; expenditure: ……………… bypass: ……………….

Bump : …………………………….; double glazing : ………………………..; maisonette: …………

Service life: ……………………….; street lighting : ………………………….; coat: ……………….

REORDER THE FOLLOWING SENTENCES

-The- may – cultural- be - from -a -and -conservationist- erosion- undesirable.

……………………………………………………………………………………….

-The- rate - lost – buildings- and - complexes – being- at- alarming -- traditional- neighbourhood- are- an.

………………………………………………………………………………………

- sculpture - prohibited – statues- and - are .

…………………………………………………………

- supplies - Muslims- fountains, public- and - water - throughout -the - constructed- baths- city.

………………………………………………………………………………..

- could- the - be - seen- any - from - roof- courtyard- their- neighbours- by- not.

-   ………………………………………………………………………………

FILL IN THE GAPS WITH THE FOLLOWING WORDS

roofs - access - visitor - house - Characteristics

The separation of the sexes and privacy are two of the most important ………………….. of the Islamic culture, these factors were reflected in both ……………. design and city planning.

For example, the house was designed in such a way that a…………….., on entry, had to pass a doorkeeper, then an angle in the entrance passage that prevented any outsider from gazing into the house. A locked door from the inner courtyard gave ……………………. to the women's portion of the house. In addition, the house was planned so that none of its windows looked into any other house, nor could the courtyard be seen by any neighbours from their ………………….

TRANSLATE THE FOLLOWING WORDS INTO FRENCH

External works: …………………………; flight: …………………….; layout: …………………….

Footpath: ……………………. ; highway: ……………………; sub-contractor:……………………

Tender: …………………..emergency exit: ……………………… ; flat roof:…………………………

Pitched roof: ………………………. ; wind rose:………………………; bank: ……………………….

Coating: …………………………….; anti-skid coating: ………………………..; network: …………

Backfill:……………………; : ……………………; achievement: ……………………….

Completion certificate: …………………………….; forecast: …………………………

Footbridge: ………………………; runway: ……………………; underpass: ………………………

Tender: ………………………..; measured work: ………………………; tender documents: ……………..

BUILDING PERMIT

CONSTRUCTIONS PLANS

Site plan: …………………………..; bloc plan: ………………………..; different level plans (ground floor plan + plans of upper floors): …………………………………………………………………….

Elevation plans: ………………………………; sections : ………………………..; roof plan: …………

CIVIL ENGINERING PLANS

Foundation plan: …………………………….; reinforcement plans: ………………………

WRITTEN DOCUMENTS/

Bill of materials and estimates: ……………………………………………………………..