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**DEPARTMENT OF ENGLISH**



**ESP Classroom Interaction: Teacher's Empathy and Learner's Needs**

The Case of Third Year Political Students at Chlef University

**Dissertation Submitted to the Department of English in Candidacy for the Degree of  
Doctorate in ESP**

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**Dedication**

*TO MY MOTHER YAMNA , TO MY WIFE ZOHRA , WITHOUT WHOSE LOVE AND ENCOURAGEMENT I COULD NOT HAVE REACHED THIS STAGE , AND OUR CHILDREN ASMAA, IKRAM , SALAH AND JAWAD.*

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## **Abstract**

This research aims at shedding light on a well-determined area of English language teaching for Algerian university students that is the teaching of ESP in the department of Political Sciences in Chlef University. The investigation was based on a multi angle research framework that combines three different data collection tools that serve to confirm, to broaden and to thicken both of the quantitative and the qualitative research findings. In order to approach the research question which revolved around the identification of the students' needs and seeking the appropriate ways to increase their classroom interaction, one questionnaire was addressed to the political class students and another one to the teachers of English working in the Political Sciences Department. Persuaded by the belief that the content teachers in charge of the other different modules in the Department of Politics can contribute in the final conception of the English course, the researcher set another questionnaire for a group of subject teachers. The investigation was backed up more by interviews and classroom observation with the group of the English teachers and the class of Political students respectively. Eventually, the study yielded very interesting findings. Firstly; it appeared that the students of the Political sciences needed a course that would cover the four skills with more focus on the speaking skill. The results also showed the students' urgent need to learn more specific vocabulary that is related to the field of politics. Most importantly, the class observation revealed the students' low motivation towards the English course; a fact that worked negatively on their classroom interaction. Finally, the content teachers' views showed their apparent disappointment towards the English course outcomes' efficacy on the students' general performance across the other political science disciplines. On the basis of these results, an 'English for Politics' teaching model was devised.

## **List of Abbreviations and Acronyms**

CBA	Competency Based Approach
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CNP	Communicative Needs Processor
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
EGP	English for General Purposes
EGAP	English for Academic and General Purposes
GE	General English
ESAP	English for Academic and Specific Purposes
ESP	English for Specific Purposes
ICT	Information and Communication Technology
IRF	Initiation Response Feedback
ITIL	Institute of Transport International Law
LMD	Licence Master Doctorate
LNA	Learning Needs Analysis
NA	Needs Analysis
PSA	Present Situation Analysis
TALO	Text as a Linguistic Object
TAVI	Text as a Vehicle of Information
TSA	Target Situation Analysis

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## **General Introduction**

‘Tell me and I forget, teach me and I remember, involve me and I learn’ is a popular quotation frequently attributed to Benjamin Franklin (1706-1790) though some still argue he never said it. Such a statement might illustrate the importance of the students’ involvement in the classroom activities and raise awareness of classroom interaction issues. Educators still insist on full classroom engagement and encourage students to participate, to talk, to interact in the EFL process. As a matter of fact, successful teaching learning output is based on an appropriate choice of methods and techniques that enhance students’ speaking skills, communication and interaction. Inside the classroom and outside of it, the language learning including English is the outcome of some sort of daily social interaction among its users. The challenging role for the English teacher in general is to develop appropriate materials that would help to bring about such an interactive social language interaction in the classroom environment.

The issue of classroom interaction seems to be a crucial one since the success of our language learning is measured not by how many years we have been learning that language but by our mastery of it. More significantly, classroom interaction is one dominant aspect of the communicative approach because it involves the ability to communicate fluently in English. The communicative approach came to meet the learners’ needs to communicate in the different communicative situations they are involved in. This will eventually lead us to talk about the prominent trend in the movement of teaching languages for specific purposes (LSP) that is ESP (English for Specific Purposes); an approach that came also to meet the specific needs of the learners (Duddy –Evans and St John, 1988). This was to lead later on to the huge development of linguistic theories and to a more focus of educators on the needs of learners. Since the notion of interaction has been extensively dealt with in EGP (English for General Purposes), this dissertation aims to tackle the issue of classroom interaction among ESAP (English for Academic and Specific Purposes) students; more precisely a group of students who are learning English in a well-determined area that is politics. One clear apparent feature that distinguishes the ESP class from an EGP one is the distinctive aspect of students’ needs. Hence, talking about interaction in an ESP classroom will inevitably lead us to cover the issue of students’ needs. Certainly , Identifying the learners’ needs plays an important role in the shaping and in the increase of the students’ classroom interaction just as much as detecting the “unobservables” in the classroom such as the teachers' and learners' psychological states, including beliefs, attitudes, motivations, self perception and anxiety, learning styles and cultural norms(Amy, 2015).The EFL teacher has a determinant role in identifying those learners’ needs in the first place in that specific language English language learning environment then to select the appropriate teaching materials that

would match the learners' identified needs. The teacher can manage understanding the students' needs and coping with their fears by showing empathy in the last step.

### **The problem**

The issue of class interaction among ESP students arose as a result of attending an English lesson with the 3<sup>rd</sup> year political class students. I observed in one of the attended sessions that the students had only a low level of motivation and interest towards the lessons and showed little interaction with their teacher throughout all the stages of the lesson. Beside such depicted students' speaking and interaction behaviour during the course, the teacher seemed little disposed if none of the strategies that Noon (2000) stated to improve classroom interaction such as being able to showing genuine interest to respond the students' answers so as to motivate them to want to speak at least with an encouraging smile sometimes. Furthermore, The teacher failed to attract the students' attention and interest to the subject since she was unable to the class talk to familiar context which are meaningful to the students and, thus, their responses were the results of leading questions of contrived tasks far from real authentic communicative aspects of classroom language learning. The teacher did not pay much effort to scaffold the students' responses in way that could encourage their attention to language accuracy in a constructive way and enable working in partnership with them to achieve a common goal.

Since the target classroom teacher was not really disposed of the mentioned skills and teaching techniques, there was much to say regarding the teacher's pedagogy, classroom management and interactional skills in general.

### **The Research Questions**

The following research questions are suggested:

- *What are the academic English language learning needs of the Algerian political science students?*
- *What attitudes and perceptions do political sciences students hold regarding their English course?*
- *To what extent are political students aware of the importance of the English Language course presence in the political science curriculum?*
- *To what extent do the actual English course content and lessons' delivery satisfy the students' expectations?*

- *Are teachers aware of students' expectations, beliefs, identities, anxieties and needs to the degree that make them adapt their sessions' learning outcomes, planning and delivery for a more interactive class?*
- *What do political science content teachers want from an English Language course design, practice and implementation in the political science department?*

## **The hypotheses**

The following hypotheses were developed to test the research questions above:

- *The political students need a language course that would focus more on the reading and speaking skills with much potential of specific vocabulary related the field of politics to explore.*
- *The students are motivated to learn English and attend the English course despite the low coefficient and little amount of teaching hours allotted to the module of English in the department of politics.*
- *The students are aware of the English module importance since it plays a determined role in their future career success.*
- *The English course delivery incorporates more reading lessons when students expect a course that would help them develop more their speaking skills.*
- *The teacher's ignorance of the students' actual course needs, the lack of empathy and sensitiveness to the students' anxieties and the students' weak level lead to their failure to understand the English course and seem to be good reasons for their English class speaking anxiety.*
- *The political science content teachers can actively contribute in the design, the setting and the general learning outcomes of the English course which would focus more on the development of the students' academic skills such as the ability a research summary, to make an oral presentation, ect...*

## **Purpose**

The main concern of this study is to achieve the following objectives:

- To give a full description of the EFL teaching situation in the Political Sciences Department in Chlef University.
- To identify the students' needs in relation to their area of study, that is politics.

- To highlight the importance of the teacher's empathy and sensitiveness to the learners' fears and needs as a being a factor that affects the students' attitude towards a full interaction and engagement during the English course.
- To identify the main challenges and problems that the EFL teachers face in the course implementation.
- To determine the shared spheres that might bring both teachers of English and content teachers to a useful area of collaboration in terms of English course and its relevant teaching objectives.

To achieve the research aims, the study approaches a systematic analysis based on theory and practice arranged in six chapters:

Chapter One provides a discussion of the language learning situation and a description of the English language status in Algeria.

In Chapter Two a survey of ESP origins, theories and major sub-components such as ESAP, EGAP and Needs Analysis are given.

Chapter Three carries on with the presentation of concepts and theories that are relevant to ESP classroom interaction.

Chapter Four summarizes the results of the research data collection tools: The quantitative data tools (one questionnaire for students and the other two questionnaires for the English teachers and content teachers respectively), and the qualitative data tools (the interview with the teachers of English, the class observation and the document study)

On the basis of what has been discussed theoretically and statistically in the previous chapters, an 'English for Politics' teaching model is presented in Chapter Five.

In Chapter Six the writer draws the appropriate conclusions and gives some recommendations in relation to the Algerian setting.

### **The Importance of the Study**

Identifying the needs of the political science students learning EFL seems to be an area of study that has been under little investigation and focus at least in the Algerian University learning context. A brief discussion with the teachers of English, the students and the different content discipline teachers in the political science department at Chlef university showed the important role that English can play through its implementation in the political science curriculum. According to them, most books and interesting current political articles are written in English, indeed, some students admit that because of their weakness in English they find themselves obliged to translate texts from English into Arabic. Others mentioned that they are

unable to write their thesis summary which is required to be in English. Some content teachers also admitted this fact when they raised my attention that most “founding fathers” of the science of politics are from US origin and, thus, most useful resources of political science are in English. Besides, the same teachers confirmed that they need English especially for writing the summary of any intended published articles or any article meant for any conference participation. For all these reasons and others, I find it important to tackle that topic and uncover the main challenges both EFL teachers and political students face in the English class. Most importantly, it has been noticed that teachers of English still focus on the teaching of grammar and vocabulary in their course devoted for political science students and ignore some basic skills that seem to be relevant to their specific content learning area which politics and help them to develop their academic and professional skills later on . These needs entail, for instance, the ability to write graduation thesis, a conference summary , to conduct an interview , political texts analysis or translation ect.. .The study is better tackled under the ESAP (English for Specific and Academic Purposes), an approach that helps us better understand the learning context where this particular course of English is taking place. The importance of the study lies in the fact that it may be the milestone in the English language teaching in a subject specific area which is politics in the sense that it is time to talk about the concept of content and language integrated learning ( CLIL ) , the recent approach that has gained enormous popularity in Europe and in other parts of the world in the recent years( Janine, 213).CLIL simply aims to connect both content and language learning in broader scope and check to what extent it is manageable to teach politics in English in the Algerian setting in longer terms.

### **The Research Tools**

Since the main research focus revolves around issues relating to attitudes, feelings and strategies we believe that a descriptive approach is more appropriate. The main focus is identifying the students’ needs and their learning anxieties while being taught in English. For such an objective, two different questionnaires will be given to the political sciences’ students, their teacher of English and other English teachers working with the other different students’ undergraduate levels (four teachers). Another questionnaire will be set for the content teachers in charge of the different modules in the political science department (9 teachers). I wanted to discover their views and attitudes vis a vis the importance of the English module for political students and the major objectives behind its implementation in the political science department. The questionnaires’ administration and the data gathering are to be done in the department of political sciences in Chlef University. In addition to the questionnaires and

interviews, the study was backed up by another qualitative data research tool which is a class observation achieved with the target group of the political students.

The questionnaire is a data collection tool capable of gathering a large amount of information quickly in a form that is readily processible (Dörnyei, 2007). The three different questionnaires consist of factual, behavioural and attitudinal questions. The two population groups are:

A)- The teachers of English in the political sciences department ( about four teachers working with four groups of about 214 students in the three undergraduate levels : 1<sup>st</sup> year, 2<sup>nd</sup> year and 3<sup>rd</sup> year ). All of them will answer one common questionnaire beside a supportive interview to be conducted with the teachers of English in the department of politics as a means for a more obtained data consolidation. The aim of the interview is to provide rich and full description for the questionnaires' findings. The interview also aims to a more exploration of the teacher of English views, beliefs and experiences to the students' attitudes to the English course and their classroom interaction.

B)- Two groups of third year undergraduate political students of twenty three students in one group and twenty five in the other group to answer another structured questionnaire. The first group branch of study is international relations and the second one is human resources.

As previously introduced and to achieve a further understanding of the target phenomenon and triangulate my findings I will conduct semi-structured interviews with the teachers of English in the political science department. The interviews will consist of pre-prepared guiding questions and open-ended ones. The purpose of choosing the semi-structured interview is that it offers guidance and direction for the interviewer (the '-structured' part) and encourages the participants to elaborate on certain issues (the 'semi\_' part) ((Dörnyei, 2007).

And for a deeper understanding of aspect of classroom interaction with political class students, the researcher will attend English class sessions with the two groups of third year level students (the target population of this study).

The questionnaires to teachers and students , the interview and the class observation is to provide qualitative and quantitative data (mixed methods) for the present research , broaden the scope the investigation and enrich the researcher's ability to draw conclusions (Dörnyei, 2007). Along with that , the mixed methods findings converge towards an investigation that would combine objective and subjective elements, that quantify only what can be usefully

quantified , and that utilise qualitative data collection and analysis procedures wherever they are appropriate (Allwright and Bailey, 1991).

It is expected that the use of these research tools' (questionnaires and interviews and the observation) will provide validity to the present research by completing each other and adding depth to the quantitative and qualitative gathered data.

Finally, the researcher resorted to another qualitative research tool which the study of documents gathered from the administration of the Political Sciences Department and the teachers of English as well. These documents covered the English module major teaching objectives , the reading and grammar lesson plans and the students' examination sheets.

# **Chapter I**

## **An Overview of the Educational System in Algeria and the English Language Learning Context**

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## 1.1 Introduction

The present dissertation aims at shedding light on the English language teaching in the Department of Politics in Hassiba benbouali – Chlef University. The objective of the study is to detect the needs of the politics' students in the target situation while being involved in the English language course and determine their possible anxiety towards specific situation of English language learning. However before delving into the sphere of research, let us first have a view on the situation of the EFL teaching in Algeria and the status of the English language teaching in Algerian schools and universities in general.

## 1.2 The Status of English in Algerian School

The first tracks of English language teaching in Algeria date back to the post-independence period (the period after 1962). The post-Algerian government which had a socialist orientation offered a free and compulsory education for all Algerians. Owing to long French colonial rule, French was the predominant language of instruction and in most Algerian administrative and governmental bodies in the years that had just followed independence. Yet it did not take long for the Algerian government to launch a process of Arabisation of the whole educational system. The aim behind the inauguration of this new process was to re-establish the country's Arabo-Islamic heritage (Maize, 1978) which had been affected by the French colonisation period and strengthen Algeria's strategic position, enabling to regain its original position within the Arab and Muslim world (Malley, 1996). This fact was clearly confirmed by President Boumédiène (1968) in Mostari (2004, p.26): *“Without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul.”*

Algerians also tried by the adoption of the new policy of Arabisation to quickly distinguish themselves from the French people, recognising Islam as the unique religion which would correlate with the Arabic language (Grandguillaume, 1997). However, despite the launch of the new Arabisation process, the Algerian ruling system depended greatly on France, and thus the French language continued to be used in many economic sectors especially in science and technology (Hayane, 1989). Hence, this period was characterised by a bilingual educational system. The French language was used in the teaching of science and technology, whereas Arabic was used in the teaching of the Social Sciences. The restoration of the Arabic Language in education was officially restored by the Tripoli Programme 1962: *The Revolutionaries restated in regard to Arabic, what they did in constant manifestos before: [the role of the*

*revolution] ... is above... all to restore to Arabic—the very expression of the cultural values of our country—its dignity and its efficacy as a language of civilisation. (Gordon, 1978, p.149).*

This complex and rich Algerian linguistic background makes Algeria a particular Arab nation where a number of languages are used whether at the academic or non-academic level as described by Ephraim and Mala Tabory:

*The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies.*

(Tabory and Tabory , 1987)

Along with the development of the tensions between the different existing languages, every one claimed monopoly on the language issue: Arabization, French-Arabic bilingualism, the use of the English language but without reaching consensus (Miliani 2003). With rise of claims for granting Berber the official status, conflicts continued to occur later on between those who favoured Arabisation and those who favoured bilingualism.

### **1.2.1 School**

With regard to the first implementation of the English language in the school curriculum, it was in 1969 that a General Inspectorate of English was established. The second implementation came in 1972 as a result of noticing that there was heavy reliance on foreign expertise from all over the world. Thus, the government decided to ‘Algernise’ (Mize, 1978) the text books and the methods of teaching (Hayane, 1989). Along with these reforms the Ministry of Education started a process of fast recruitment and training to compensate for the lack of teachers. Primary school teachers were offered teaching positions without any formal training, middle school teachers had to do a one year training course at the Institutes of Education (ITE), and secondary school teachers had to do a three year teaching degree (called ‘Licence’).

By the beginning of the 1970’s, the growing national spirit that went for a break in relations with the traditional partner (France) allowed Algeria to diversify the economic partners. This diversification took place across all sectors including economical, political and cultural domains, and with a number of English speaking countries. The Ministry of Education started

cooperation with the British Council in the form of providing educational support with pedagogical counsellors. This cooperation was to gain a new status later on when in the 1971 Reform the Anglo-Saxon semester replaced the French annual system. In 1976, the fundamental school was introduced as a new schooling system in the primary and middle school (9 years) with all subjects taught in Arabic except for the foreign languages. English was taught in the middle school from the age of 13 till the age of 15. Previously, students had been made to study English for another three years in the secondary school.

In 1994, the advocates of Arabisation pressed for the use of English to replace French in primary schools (Kadri, 1992) and as matter of curbing the French power (Naouel, 2013). Pupils in the primary school were given the opportunity to choose between French and English as a compulsory foreign language. However and for many reasons only a small percentage of parents favoured English and the majority of parents adhered to French as a foreign language.

By 2000, English had gained an important status with new educational reforms in Algeria and with rapid changes in global and social markets in general, and in the development of communication and technologies in particular. This situation was fostered by a series of reforms in the mid 2000's when the English language began to occupy an important part of the curriculum. Along with this, various TEFL (Teaching English as Foreign Language) private schools were established throughout the country. English has come to meet the new needs and aspirations of the new Algerian generations being considered an international language that will help them use the new communication technologies, and a useful tool for worldwide contact. As fact that has been described by Professor Miliani (2000, p.13), *"In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ill-including economic, technological and education ones."*

As a matter of fact, English was defined as a second foreign language in the beginning of the 90s, and as a first foreign language after the 2000 Reform, to gain the status of the language of science and technology used in lifelong learning in recent years. Within this reform, EFL is now introduced to learners in their first year of middle school compared in the second year with in the old system. In the new system the primary school is a five year study period, whereas previously learners studied English for four years in the middle school with a final national exam set at the end of each stage. After middle school learners go the secondary school for three years, and then take the national "baccalaureate" exam before passing to university studies. .In general

terms, most students are motivated to learn English though some might still hold negative attitudes to foreign language learning in general, associating it with their negative experiences learning French at primary school. Under the new reform middle school teachers are trained for three years and secondary school teachers for four years, at the Teachers' High School.

### **1.2.2 The Reforms**

We find it useful to unveil the major EFL teaching objectives in the secondary school education as it might help to a better conception of the students' learning background profile and discover what aspects of the students' cognitive, psychological and linguistic learning behaviour are emphasized in that stage of education. The choice was made on the secondary school since it is the transitional step between the middle school and the university training and because it is at this phase where the students' learning skills are fostered and elaborated.

The new reforms made by the Ministry of Education in 2003 affected the EFL teaching aims and objectives in Algerian schools. According to the national programme of English as a Second Foreign Language in the 1<sup>st</sup> Year Secondary School Teachers' Guide (Ministry of Education 2005), the major aim of English language teaching in Algeria is that it should facilitate learner development in all its dimensions. This aim would eventually cover national values, openness to the world, self-respect, tolerance and respect for others (p.4).

According to the previously mentioned EFL syllabus (Ministry of Education 2005), English language teaching also aims at setting up and developing communicative, linguistic, cultural and methodological competences that would enable the learner to face oral or written communicative situations taking into consideration his or her future needs and those of the society she or he evolves in. Moreover, English language teaching and learning should permit the learner to communicate, exchange, and assimilate the culture conveyed by that language and utilise it as a cultural, scientific and technical tool. According to the Ministry of Education, the reforms The EFL teaching envisaged the following objectives:

### **1.2.3 The EFL Teaching Objectives**

One objective for EFL teaching in Algerian secondary schools is to develop and consolidate basic knowledge already acquired in the middle school and to provide the learner with the necessary tools to carry on his or her general training. The aim is also to develop the learning strategies of self-evaluation acquired in the middle school and reinforce the teaching and methods' analysis already acquired in the middle school. This also entails clarifying the role of the learner as being active and responsible for his/her own training and to enhance learners

‘autonomy, creativity and sense of initiative. With regard to the teacher, he /she is to become the companion and the mediator between the learner and the knowledge. He/she should create an environment that promotes the learning development of the learner. Thus, the teacher’s task is to guide, help, accompany and encourage the learner all along his/her learning process.

The aim is also to stimulate the curiosity of the learner and to contribute in the openness of his mind through exposure to different cultures and civilisations transmitted via the English language. Another aim is to promote interdisciplinary by tackling themes that have been dealt with in other disciplines with the purpose of complementarity and the extension of received information. This implies a focus on learner-centered methods and consideration of the learner as responsible for his or her own learning. Besides, it implies placing the learner in an environment that respects his or her own needs, age and interests. This can be achieved by creating varied learning situations taking into account different learning styles. It also considers English as a real communication tool in real and significant contexts, and also aims to develop oral and written communication by incorporating multiple and varied listening and reading situations.

It should be known that those English language teaching aims and objectives are relevant to the Competency Based Approach (CBA) approach that is currently being adopted in secondary schools by the Algerian Ministry of Education. It is worth mentioning that another set of reforms called ‘the Second Generation Reforms’ are currently under contemplation and refinement but still in the piloting stage.

#### **1.2.4 Approaches and Methods**

Since independence various approaches have been applied in the teaching of EFL in Algerian schools. The Grammar Translation Method, inherited from the syllabi of the French colonisers, was the first of these approaches. Shortly afterwards the audio lingual approach was adopted. Since its roots originated from behaviourist theory where the emphasis was on the principle of stimulus and response, the learner was considered as a ‘machine’ that responds to the teacher’s stimulus to learn. As a result, the learner proved to be unable to communicate effectively; one of the dangers of mechanical drillings that River (1964) refers to when she states “*learners tend to mimic and ultimately result in their inability to apply their learning to unfamiliar situations.*” This fact was a good reason to call for the communicative approach adoption in the 1980’s.

The communicative approach came to meet the new emerging needs and interests of the new economic and social situation. Educationalists agreed that language is communication: *"The first act of pedagogy is communication .... Teaching implies a "know-how to communicate". The first apparent element is the one of language, more exactly of discourse and of the logic it carries"* (Morandi, 2002).

According to this approach learners should also understand their learning preferences and develop language learning strategies that will help them learn better. In the classroom, the teacher tries to copy the situations in which learners will use language in real life activities, often formatted as group or pair work to give learners speaking practice. Learners should develop both accuracy and fluency. The teacher may or may not correct errors depending on the purpose of the activity. Information in a communicative course is usually sequenced according to learners' needs.

The second approach that was adopted was the Competency-Based Approach (CBA) where more focus was on the learner. Indeed CBA refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours students should possess at the end of a course of study ( Richards and Rodgers, 2001).By the adoption of this new teaching approach the Ministry of National Education aims at preparing more competent learners who are able to relate what they study at school to their daily life and thus solve daily life problems relying on what they have learnt in school. This envisaged aim was explicitly presented in the national programme of English as a Second Foreign Language in the First Year Middle School Teachers' Guide (2003): *"... a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before"* (p. 4).

The learner is supposed to *'learn how to learn'* and develop some meta-cognitive strategies and his or her own reasoning not only to understand the rules or apply them but to move up to higher spheres of analysis , synthesis and evaluation ( Bloom et al., 1956).

### **1.2.5The Challenges and the Drawbacks**

Regardless whether these approaches have been applied or not, the EFL teaching in Algerian schools has suffered from shortcomings that have affected negatively the success of English language learning in general. One major fact that needs to be looked upon is the teacher's training and skills' refinement. Indeed, it is commonly believed that many Algerian English

teachers teach just the same way they were taught in the absence of specialized institutions devoted to the training of teachers (Medjahed, 2011). This lack of training has hindered the introduction of new methods of EFL teaching. The overcrowded classrooms (see Table 1.1) and the lack of appropriate teaching aids has also been another obstacle to obtain fruitful results from these applied teaching methods. It is worth mentioning that up to now, for instance, the chalk and the wooden black board are still the only existing teaching aids for teachers in many Algerian schools. Moreover, Teachers are often in charge of an average class-size of 40 pupils at every level from primary school to university.

Gender	Population aged 6-14 years old					
	1948	1954	1966	1977	1987	1998
Male	13.4	23.5	56.80	80.80	87.75	85.28
Female	4.6	9.5	36.90	59.60	71.56	80.73
Both	9.1	16.1	47.20	70.40	79.86	83.05

**Table 1-1: Trends in Enrolment Ratios in Algeria according to Census Data**

(NSO1999, RGPH results)

One other negative aspect that has characterised teaching approaches in Algerian schools is spoon-feeding, which deprives learners of any truly communicative experience. Thus, EFL learning has often been treated as a mere school subject which can never cross classroom boundaries to be learnt solely for instrumental motives such as getting an average grade to pass to the next level (Bouhadiba, 2006).

With regard to the transition from the adoption of one teaching approach to another, many teachers complain about the complexity of the new EFL reform content (Benadla, 2013). They often find themselves teaching linguistic points that they themselves have not mastered very well. Teachers often resist changes to their teaching methods as many schools are short of modern teaching aids, a fact that hinders teachers from coping with modern teaching methods and techniques that might help them to accomplish their job properly.

Finishing the syllabus is another problem for many EFL teachers in Algerian schools. This is a serious problem in the sense that teachers most of the time find themselves short of time and finishing the syllabus becomes more important for them than the learners' assimilation of the material. They are more concerned about avoiding the inspector's blame for being late in covering the syllabus main points. This shows how deeply EFL teachers are still attached to the

old teaching methods which still affect their way of teaching .One other fact that has to do with the practised teaching methods is related to the EFL teachers who still focus in their teaching on linguistic items rather than language functions. For instance if you ask a teacher in which point of the syllabus he is, you might hear an answer like ‘I dealt with the past simple’ instead of saying ‘I dealt with the narration’.

Running after the grades at the expense of lesson outputs is a feature that has characterised the students’ learning behaviour in the recent years. Eventually, relying totally on marks as a system of measurement and evaluation of success and failure decreases the learner’s intrinsic motivation. As a matter of fact, the negative influence that a system of measurement based on marks can have on the learners’ school success seems a worldwide problem: *"The fact that our school system relies heavily on grades may help explain why the average college graduate reads few books. Like all extrinsic rewards, grades induce temporary compliance but not necessarily a lifelong disposition to learn"* (Travis & Wade, 1997, p.232).

This has a negative effect on the learners’ knowledge development in the different school compulsory disciplines and in foreign language learning in particular. What has made matters worse is that the new reforms have brought new responsibilities to the teacher and within that a more continued focus on grades in the learners’ evaluation process. As a matter of fact, besides being busy with lesson preparation, the teachers have found themselves obliged to prepare two tests per trimester and an exam for which they should give grades including a grade for continuous evaluation of the learners’ work in class. The teachers should also fill the grades in their notebooks, the administration notebook and the learners’ mark books. These tasks have become time consuming and effort demanding with overcrowded classrooms. In such circumstances, the teacher is much more preoccupied with administrative documents than with providing effective teaching.

One other fact that has affected negatively the students’ level at school is the students’ complaints concerning the length and the density of the syllabus in the final year of middle and secondary school. These growing complaints are each year answered by slimming down the syllabus by the Ministry of Education. Hence, teachers of all subjects, including EFL teachers, receive the slimmed down syllabus and receive instruction from inspectors on what to skip as lessons. This is generally done by gathering teachers in seminars organised for that purpose. Each year important teaching units are removed and this is often done in a hurry without effective planning and deep experts’ contemplation and study.

The purpose of the first part of this chapter was to provide a description of the EFL teaching and learning in Algerian schools. This covered certain issues such as the historical background of English language teaching in Algeria, the EFL teaching objectives and the challenges that are actually facing EFL teaching in Algerian schools. After exposing all these facts and problems, one might wonder how the education policy makers in Algeria solve these problems. The next part will be devoted to shedding light on the status of EFL in Algerian universities and institutes.

### **1-3 University**

As in Algerian schools, Algerian universities have experienced some reforms that were designed to modernize them in the post-colonial period. The Algerian universities first adopted a system based on the French model where the faculties were autonomous even in designing their teaching curricula. Thus, there was an urgent need for reform.

The first reforms designed to modernize the Algerian university system were introduced in 1971. These reforms aimed at deep change in structure and management. In fact, the reform revolved around four major axes : democratisation, Arabisation, Algerianisation, and scientific and technical orientation. The term ‘Algerianisation’ would suggest the adaptation of the teaching programmes to the nations’ needs and executives’ requirements. This came as a result of a policy aiming at mass access to teaching posts to ensure transition after the foreign occupation. Although such reforms led the Algerian higher educational policy to adopt Arabisation, a fact that resulted in a wider use of English to gain more space within globalized Algeria (Naouel , 2013), the teaching and learning of French still had a prestigious place among the educated community.

Major reforms were introduced in 1988 and along with the Arabisation policy many disciplines such as political science, law and economics were arabized, although technical and scientific streams such as medicine, architecture, electrical engineering and computing were still being taught in French. However, students that were supposed to be arabised during the entire period of their early education (primary, middle and secondary school) faced and are still facing problems with the technical and scientific fields, such as medicine, that are taught in French because of their low command of the French language. This represents a handicap to understanding the course content as explained by Entellis (1981):

*Indeed, increased Arabization of primary and secondary school curriculum without concurrent language uniformity at the higher levels has*

*created enormous tensions and frustrations for those "arabisants" unprepared to cope effectively with French-language instruction, and therefore destined to "dead-end" jobs, since nearly all openings in the public and private sectors require some level of bilingualism and, in certain fields, trilingualism.*

However, the most prominent reforms aimed at revolutionising the Algerian university structure came with the LMD system.

### **1-3-1 The LMD System Reform and the English Language Teaching**

In the year 2004-2005, Algeria accepted the rules and principles of the Bologna process by adopting the LMD reforms (Licence, Master, and Doctorate). This necessitated some innovations in the design and development of new curricula adapted to the socioeconomic market (Naoual, 2013). The aim was to replace the current system which proved unable to cope with the rapid change taking place in the global market under the pressure of globalisation. Lakhali (2008) states that the LMD was initially designed in the Anglo-Saxon countries and is spreading nowadays everywhere; the Algerian authorities decided to apply it in partial replacement of the current system. This changes the length of studies, too: it reduces the degree from four to three years. The reform is intended to facilitate students' mobility and recognition of the degree in every part of the country and even abroad. The implementation of the LMD system is assisted by a huge budget that is dedicated to scientific research and the encouragement of university teachers to benefit from scholarships abroad.

The LMD system has three main grades:

- The Licence, granted after three years of study with six semesters of study. This is equivalent to a Bachelor's Degree
- The Master's degree conferred after two years of study (four semesters).
- The Doctorate conferred after the completion of three years research at least and the successful defence of a thesis (six semesters).

In every semester, students are expected to attend 400 hours in a 16 week period (i.e. 25 hours per week).

Idri (2005) described the main elements that sum up the pedagogical management of the LMD System:

- **Semesterisation:** For a better organisation and more flexibility in the system, the division is based on semesters rather than years of formation.
- **Teaching Units:** Three main teaching units make up the skeleton of the whole system where other subjects are grouped. They are: the *Fundamental Unit* where the rudimentary subjects are grouped, the *Methodological Unit* which is primarily designed to enable learners to acquire skills in methodology, hence, by the end of their formation, they will be able to be an active worker in the field of research, and the *Discovery Unit* where students can get acquainted with new subjects in new fields, so they can widen the scope of their knowledge. This facilitates passage from one discipline to another.
- **Credits:** Each Teaching Unit corresponds to a number of credits that can be capitalized and transferred. The total number of credits for each semester is equal to 30 (180 in the Licence and 120 in the Master's degree).
- **Domains:** They cover many disciplines including other subjects that lead to other specialties and particular options proposed to the students.
- **Course-type:** After the progressive acquisition of the identified competences, students will be oriented according to their project i.e. academic or professional. Hence, the students will benefit from mobility across institutions and even countries.
- **Tutoring:** This is a new pedagogical activity for the teacher introduced in the LMD system. This element permits a direct relation between the teacher and the student outside the academic sessions i.e. teacher-learner interaction becomes easier and closer. Hence, instructors will play the role of the guide as they can inform learners about pedagogical information they may need and get informed about the students' inquiries. Moreover, the task of teachers becomes wider here as they are supposed to advise and orient their students throughout their learning process. In a nutshell, we can say that this element is a means of applying the learner-centred approach we are expected to use in our educational settings.
- **A Progressive Orientation:** There is a great tendency to orient the students progressively towards other specialties. The more the student progresses, the more he is oriented towards a new discipline, and everything depends on his outcomes. Hence, the student's competence is what determines his orientation during the formation period.

Although it has now been applied for ten years in the different Algerian universities and institutions, the LMD system is still facing certain challenges as may be the case with any newly

adopted system .With regard to this aspect, Idri (Ibid.) in a study of the way the LMD system was being applied in Algeria raised the issue of “newness”: *“Given its newness, the LMD system encountered a considerable number of problems though the final estimation was positive. Our statement of the problem is based primarily on the misunderstanding of some or non-understanding of others of the system’s goals and objectives. Can we relate these problems to the factor of newness?”*

The aim of Idri’s study was to discover the real problems that students in Bejaia University encountered during the application of the LMD system in 2004/2005. She administered a questionnaire to 100 randomly selected first year students to identify their perceptions about studying English under the reign of the LMD system. She attributed some relevant hypotheses that revolve around the idea of « newness », and mentioned that as it is a new system, both the teachers and the students ignore the LMD structure and rules, a fact that is more likely to contribute to feelings of hesitation and fear of integration. In an attempt to resolve this problem, Idri suggested cooperation between the administration, teachers and students so that the LMD system could attain its best outcomes.

The aim of Idri’s study was also to establish a link between the newly introduced LMD system and the students’ feelings and attitudes towards it. The results of the study showed that the students were not aware of the LMD system aims and objectives. This was also the case for many teachers who still taught the same lecture content although the new reforms required them to innovate their methods of teaching and revise the curricula to fit the needs of the learners. One significant conclusion Idri reached had to do with the lack of cooperation and coordination between the teachers, a fact that is against the main principles of the LMD system. Idri found that the same module was taught in different ways, and the students were often exposed to non-homogenous input. Along with that the evaluation system was not homogeneous; teachers used different evaluation techniques and learners obtained high grades in one subject and low ones in another.

With regard to the students’ perceptions, Idri quoted the following extracts from the students’ responses in her study:

*“Being here is different from secondary school because we are learning many new things. As you know, the LMD system contains everything interesting.”*

*“The question is very important. I think that the problem at hand is that we have to do with the LMD system. Normally, we should have specialized teachers...why should we have a great deal of subjects without specialized teachers...?”*

*“Generally, students today suffer a lot from the actual situation. The reason behind is that most first year students of English in the LMD system attend more than 14 modules and with unknown teachers who we don't see often. How can you imagine that the student is not at a risk in a system such as this? However, I am proud to get my licence degree under this new system which I hope to succeed and I wish everything to be serious”*

It seems clear that not all students share one common attitude towards the LMD system. However, we cannot expect anything to start in a perfect way. Thus, according to Idri (ibid.) the aim of the study was to diagnose the problems and find solutions to them.

One negative aspect depicted in her study was the fact that students did not attend their tutoring sessions. This can be solved by giving the students the opportunity to choose the teacher they wish to have as a teacher and assisting them with clear explanations of the usefulness and the importance of this module. More importantly, she suggested that a teacher should be at the head of every teaching unit and that there should be a module leader for every subject. This is to provide consistency in the modules' taught content and have one unified curriculum with homogeneous teaching material, and hence, homogeneous evaluation and standards.

This was a study that may help give an idea about the implementation of the LMD reforms in Algerian universities, though the situation may differ from one university to another. Yet it is undoubtedly true that some of the findings of Idri's study regarding the main challenges that the University of Bejaia encountered during the first year of implementing the LMD system are also conspicuous in other Algerian universities.

With regard to Higher Education English language learning, it has been hard to set the objectives of studying English as a foreign language ( Naouel , 2013) especially because students, the core element in the any newly established university reforms, are unaware of the real need and the objectives of learning an international language such as English . Another important fact is that most students are coming out of a school system that relies heavily on grades; this makes the students much more focused on marks rather than on the subject taught, research or knowledge gain. As a remedy a number of suggestions were suggested by Naouel (2013):

A-Creating better conditions for learning: Supplying teaching rooms with acoustics and adequate lightening and, more importantly, providing the students with an environment where they feel motivated to learn;

b- Basing learning on communication in authentic situations;

C-Establishing goals and objectives in teaching English;

D-Focusing on teaching English as a separate subject disassociated from French;

E-Creating projects focusing on English classes.

The dichotomy between theory and practice in EFL teaching and learning is still omnipresent under the LMD system, too. The inherited misconceptions of the previous teaching approaches in the earlier teaching and learning stages seem to remain in the higher education level. According to Naouel (2013), teachers and EFL practitioners fail to move from the « knowing » to the « knowing how » stage. It is not enough to do our best; instead we should know what to do, then do our best to achieve it.

Algeria has gone through a series of reforms in its higher education policy: from a purely French colonial regime to a monolingual country after the adoption of the Arabisation policy, to an open country in the 21st century. Yet just as is the case in our schools, teaching foreign languages including English in higher education needs deeper planning based on the philosophy of mobility, efficiency and innovation in order to render beneficial any newly adopted reform such as the LMD system. According to the Ministry of Higher Education Report (2009), the challenge in this new context is to do more than dispense knowledge and know-how, and to go further by introducing a vocational dimension focused on satisfying the needs of the labour market.

### **1-3-2 University Expansion and Major Transformations**

During the colonial period, students attended universities called ‘Madersas’ which were devoted exclusively to religious studies. Real universities came into existence after independence in 1962 with prominent transformations and a considerable increase in the number of students. The university network was extended from one university (Algiers) and two university centres (Oran and Constantine) in 1962 , to include thirty nine universities, one university of continuing education, seventeen dispersed university campuses, eighteen national tertiary vocational schools, six teacher training schools and ten preparatory schools (Ministry of Higher Education 2015) .

The enrolment also increased from 160,000 students, with 7,947 academic staff in 1966 to 298,767 with 20,026 teachers by the year 2000 .With regard to the female representation ,the

number of women has never stopped rising both as students and teachers. The female proportion compared to the total number of enrolled students went from 22.78% in 1972 to 50.31% in 2000. From then on, the female component tended to become the majority (Guerid 1998).The number of students attending institutions of higher education reached 1.5 million university students in 2015- 2016 academic year with an increase of 200 000 over the year (Ministry of Higher Education 2015).

<b>Number of students in Higher Education Institution</b>	
1.5 million	
<b>Male</b>	<b>Female</b>
40%	60%

**Table 1.2: Number of Students in Higher Education Institutions**

(Ministry of Higher Education 2015 , ibid.)

The great increase in student enrolment and in the number of founded universities (most of them situated in coastal areas) was also due to the explosion of the population in Algeria shortly after independence. There are two types of institution in the higher education (Ministry of Higher Education 2015):

a)-Public academic, cultural and vocational institutions under the supervision of the Ministry of Higher Education and Scientific Research:

-Universities;

- Dispersed university campuses;

-Superior normal schools;

-National tertiary schools devoted to particular scientific or vocational disciplines (superior normal schools).

b)-Public institutions under the authority of other ministries but under the educational supervision of the Ministry of Higher Education and Scientific Research:

-Higher national training institutes;

## -Engineering schools

The Algerian university system in its core is based on the French model which means that though universities are directly and exclusively dependent on the state, university faculties are autonomous and participative. They are autonomous in the sense that the administrative bodies at the head of the institutions (rectors) and campus directors are appointed by the supervisory ministry (administrative autonomy). Along with the autonomous aspect, the universities also determine their own teaching programmes for the subjects and the courses within their sphere of competence. Financially speaking each institution has a budgetary allocation assigned by the state but also its own funding from public or private sources (Ministry of Higher Education 2015).

According to the Ministry of Higher Education report (2015), the management and the organisation of the administrative council of the university and the council of the faculties, institutes and departments is carried out through elected representatives of the entire teaching body and other university staff including student and staff participation. The university institutions have relations with social life through links established with local and regional communities. They take part in regional and national life through the a fore-mentioned council. They also establish partnerships with other universities particularly in the training field and particularly in Africa and the Mediterranean area of Europe.

### **1-3-3 Governing Bodies of the Higher Education Institutions**

Algerian universities are generally governed by a number of different bodies (Ministry of Higher Education 2015):

a) the rectorate

b) three or four vice-rectorates:

-vice-rectorate for graduation, continuing education and degrees;

-vice-rectorate for postgraduate studies, university accreditation and scientific research;

-vice-rectorate for external relations, cooperation, activity management and coordination, communication and scientific events;

-vice-rectorate for development, strategy and careers guidance.

c) a general secretariat responsible for the administrative and financial management of the institution.

The universities are divided into faculties which are subdivided into departments, and within the structure there may be one or more institutes.

Every *baccalauréat* or any equivalent foreign certificate holder is entitled to a university bench free of charge. With regard to the students' financial support, a policy of student support has been put into place. This covers indirect financial support in the form of accommodation, food, medical services and facilities. Every student who lives 50 kms or more away from the institution has access to accommodation in the halls of residence. The students also have the right to benefit from -the *Excellence – Major* programme that enables them to compete for an overseas scholarship.

#### **1-3-4 The Academic Year Organisation and Curriculum**

As it has previously been mentioned, the Algerian university is in transitional process from the traditional structure to the LMD system (the three cycle bachelor , Master and Doctorate system) , which started in September 2005 .Under this new system, students move automatically from the first semester of each academic year to the second, accumulating credits for two first year semesters. If students cannot obtain all necessary credits, they can subsequently complete the missing credits in order to progress from the first to the second year. Students who obtain a Bachelor Degree with 180 credits are automatically admitted to the first Master year (M1). Progress from the first to the second year (M2) of the Master cycle depends on the successful completion of two first-year semester courses (Ministry of Higher Education, 2015).

The higher education institutions compile the curricula on the basis of the objectives of their research and training policies, their capacity, their areas of specialism, their potential academic and administrative staff and the needs of their socio- economic environment.

With regard to the assessment method, each semester is assessed by means of a final examination and several continuous assessment elements such as supervised assignments, homework, practical tests, reports and presentations. At the end of each session of examinations, students who fail may be permitted to repeat one or more examinations at the re-sit. Assessment under the three-cycle system takes place on a half-yearly basis. A consolidation panel is convoked in September at the end of the academic year (Ministry of Higher Education, *ibid.*).

#### **1-3-5 Academic Staff**

There are five categories of academic staff who are appointed by the Ministry of Higher Education and who are responsible for the teaching, supervision and training of the students:

-University professors supervise Master dissertations and Doctoral theses. They have nine teaching hours each week and prepare teaching and research programmes. Guiding students, coordinating teaching teams and directing research teams are among their main responsibilities. Professors are recruited from associate professors who can provide proof of five years' seniority in that grade, the appointment is made after the approval of the National Universities Committee has been obtained.

-Associate professors supervise Master dissertations and Doctoral theses and have nine hours of teaching each week as well. They are responsible for guiding students, preparing teaching and research programmes and coordinating teaching teams. They are recruited from experienced senior lectures holding academic empowerment.

-Adjunct professors are responsible for delivering lectures, have nine hours of teaching per week and prepare teaching and research programmes. The candidate may be appointed as adjunct professor after the approval of the academic council has been given: senior lecturers confirmed as holders of a Doctorate or a recognised equivalent degree and senior lecturers with three years' seniority in that grade who are enrolled for a Doctorate or state Doctorate.

-Senior lectures have 10 to 12 hours' teaching time a week in tutorials and seminars, and take part in the preparation of teaching and research programmes and in student guidance..

-Senior lecturers are recruited through a competitive examination open to holders of a Master's or equivalent degree (Ministry of Higher Education, *ibid.*).

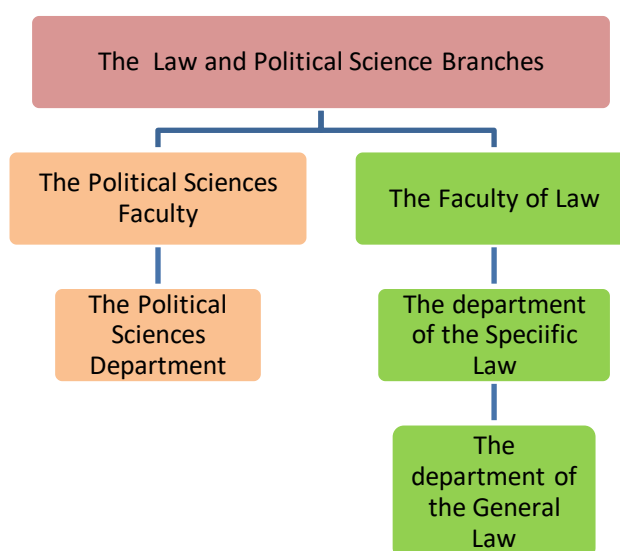
It is evident that the Algerian government has made throughout the years considerable efforts in the extension of the university network to achieve the desired objectives quantitatively and qualitatively. However, The Algerian universities are still looking for useful issues to bring into harmony the needs to democratic access to higher education and the needs to provide quality university training in a world characterized by the advent of knowledge, technological innovations and globalisation. Such challenges require a gradual transition from a bureaucratic and administrative system based on students' services towards a model that enhances autonomy and reinforces decentralisation.

#### **1-4An Overview of the Law and Political Sciences Faculty**

After having that thorough outlook on the Algerian university ruling system in general, we find it useful to shed light on the Faculty of Law and Political Science at Chlef University. We shall introduce briefly the academic staff, the students, the curriculum and the English language teaching and learning status in the Political Science Department with the objective to provide a clear idea of the context of the present research.

### 1-4-1 The Academic Staff

The Political Science Faculty was established in 2006 under the name of Juridical and Administrative Faculty to take later the label of Political Sciences during the university reconstruction in 2011 when it took the name of the martyr «GHOULAMI Mohamed». It comprises three departments: The General Law Department, The Specific Law Department and the Political Sciences Department (see Figure1.1) .The Faculty adopts the LMD system (Licence, Master, Doctorate) where students obtain a Degree at the end of each level.



**Figure 1.1: The Law and Political Science Departments**

The Faculty of Law comprises both of the Faculty of the Specific Law and that of the General Law when the Department of Political Sciences represents itself the whole the Faculty. This shows to what extent the Branch of Politics is dominated by the option of Law in the same faculty.

### 1-4-2 The Major Specialisms in the Law and Political Science Faculty

Table1.3 below shows the available specialism options open for the students in the Faculty of Law and Political Science in the Licence Level:

Stage	Field	Branch	Specialism
Licence	Law and Political Sciences	Law	Specific Law
			Administration
			International Law and International Relations
		Political Sciences	International Relations
			Human resources

**Table 1.3: Specialism options in the Law and the Political Sciences Faculty**

Compared to the post-graduation specialty areas, the Law and the Political Sciences Faculty offers less number of specialism options in the Licence level.

The following are the major specialism options open to the Master students in the Law and the Political Science Faculty:

Stage	Field	Branch	Specialism
Master	Law and Political Sciences	Law	Specific Law
			Law of Private Enterprises
			Law of Individual Status
			Contracts and Responsibilities
			Administration and Finance
			International Law
			Environment International Law
		Political Sciences	Middle East Studies
			Security and Strategic Studies
			administration and Local Collectivities
			Administration and General Policy

**Table 1.4: Specialism options in the Law and the Political Sciences Faculty**

Clearly the faculty enables the students to prepare a Master Degree in a number of varied specialty areas related to the field of Law and Politics though with unequal number of enrolled students across the different options.

#### **1-4-3 Political Sciences Department Staff and Statistics**

The academic staff is composed of 36 teachers (30 permanent and 5 non-permanent) are responsible for delivering lectures, supervising students and guiding teaching and research programmes. The majority of teachers are from the area of Chlef but still there are some who are from the nearby regions. Table 1.5 illustrates the number of teachers working in the Department of Politics with their relevant titles:

<b>Professor(s)</b>	<b>Lecturers</b>	<b>Assistants</b>	<b>Non-permanent Teachers</b>
01	07	22	06

**Table 1.5: The Number of Teachers Working in the Department of Politics**

#### **1-4-4 The students**

The number of students enrolled in the Political Science Department has reached 412 students (see the Table 1.6). This number covers graduate and post-graduate students to prepare Licence and Master Degrees. It should be mentioned that the number of students has decreased in the recent years for one reason or another reasons compared to previous years. What attracts the attention is the continuous decrease in the number of the students in the faculty especially in the Department of Political Sciences, a fact that might be owed to the students' lack of interest towards the branch of Law and Politics and to the less number of benches granted each year by the Ministry of Higher Education to the Faculty on the national scale as a whole.

Table 1.6 shows the number of the students enrolled with their rate of success across the different undergraduate and post-graduate different levels during the academic year 2015/2016:

<b>Political Sciences</b>	<b>Number enrolled</b>	<b>Number who left in S1</b>	<b>Number on academic leave</b>	<b>Real number of students</b>	<b>Success Rate (%)</b>
<b>1st year common core</b>	132	49	19	64	50
<b>2<sup>nd</sup> year common</b>	136	25	11	100	40
<b>*3rd year international relations</b>	25	0	02	<b>23</b>	69.56
<b>*3rd human resources</b>	29	0	04	<b>25</b>	92
<b>Total Partial number</b>	322	74	36	214	67.89

**Table 1.6: 1st Semester Success Rate for Undergraduate Students in the Year 2015/2016**

It is apparent that the number of the students enrolled in the first year in the Licence level is less than their number in the second and third year .Time and again more and more students quit their studies with an alarming rate, a fact that might threaten the future of the faculty as a whole if serious measures were not to be taken. With regard to the Master students, Table 1.7 shows the number of enrolled students in the Master level and their success degree each year:

<b>Political Sciences</b>	<b>Number enrolled</b>	<b>Number who left in S1</b>	<b>Number on academic leave</b>	<b>Real number of students</b>	<b>Success Rate (%)</b>
1st Year Master international economic relations	/	/	/	/	/
2nd Year Master international and economic relations	21	1	1	19	100
1 st Year Master Middle East Studies	37	10	08	19	78 .94
2 <sup>nd</sup> Year Master Middle East Studies	28	02	01	25	96
1st Year Master Security and Strategic Studies	36	10	03	23	95 .65
2 nd Year Master Security and Strategic Studies	19	01	01	17	100
1st year Master Administration and Public Politics	35	01	01	17	92 .85
2 <sup>nd</sup> year Master Administration and Public Politics	24	02	01	21	80 .95
1st year administration and Local Collectivities	36	06	04	26	84 .61
2 <sup>nd</sup> year year administration and Local Collectivities	20	00	00	20	95
Total Partial number	256	38	20	198	91.55
Total number	578	112	56	412	79 .72

**Table 1.7: 1st Semester success rate for master students in the year 2015/2016**

### **1-4-5 Research Sectors**

In accordance with the general objectives that came with national LMD system reforms and which had among its priorities the development of research establishments such as research laboratories and research centres, the Faculty of Law and Political Sciences in Chlef University comprises three research laboratories:

- The Arab Policies Reforms in the Challenge of Globalisation laboratory
- The Comparative Specific Law Laboratory
- The Human Security laboratory

The aim behind the foundation of these research laboratories is also to improve the quality of the higher education teaching staff and to make real research progress in the fields of law and political sciences.

### **1-4-6 Pedagogical Structures**

The Faculty comprises three big amphitheatres of three hundred seats and one of two hundred seats, forty five classrooms, more than 40 Internet connected computers arranged in two separate rooms and a library of more than 39730 books and three reading big rooms.

Being disposed of such pedagogical structures, the Faculty has managed to provide the students with the appropriate settings for training and research.

### **1-4-7 The Faculty Enrollment Decline**

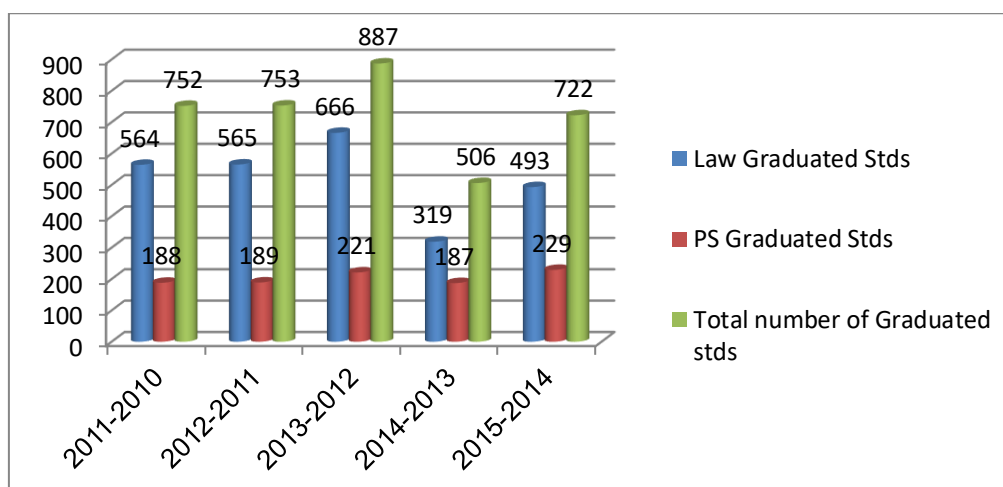
With regard to the student population, the number of students has started to decrease in the Faculty since 2010. Table 1.9 illustrates the number of the students enrolled in the Faculty of Law and Political Sciences in the period from 2010 to 2016:

Years		2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
Number of students	Law	3014	2559	2227	2044	2238	2224
	Political Sciences	792	722	867	701	683	528
	Total	3806	3281	3094	2745	2921	2752
Graduates	Law	564	564	666	319	493	/
	Political Sciences	188	189	221	187	229	/
	Total	752	753	887	887	722	/

**Table 1.8: The Number of Graduates in The Faculty of Law and Political Sciences from 2010 to 2016**

According to the table, the number of the enrolled students from 2010 to 2016 decreased by an average rate of 27.70% (with an average rate of 26.21% for Law students and 33.34% for Political Science students). This decrease is due to that fact that new university centres have been set up in the nearby regions and also that new options have been offered to the students by the new LMD system.

The decrease in the number of the enrolled students has affected the number of the students who graduated each year from the Faculty of Law and Political Sciences. Figure 1.2 illustrates the decrease in the number of the graduates from the year 2010 to 2016 in both of the Departments of Law and Political Sciences:



**Figure 1.2 : The Number of the Graduates in the Faculty of Law and Political Sciences from 2010 to 2015**

Figure 1.2 shows the number of the graduated students in the Faculty of Law and Political Sciences from the year 2010 to 2015 .It can be noticed that number of Law graduates decreased in the academic year 2013-2014.This was due to the fact that this was the last group of students belonging to the old system (68 repeating students belonging to the Classical system and 251 in the LMD system).The number increased again in the year 2014-2015 due to the fact that the first group of both B.A and M .A level students from the newly introduced LMD system graduated that year.

#### 1-4-8The Academic Staff Increase

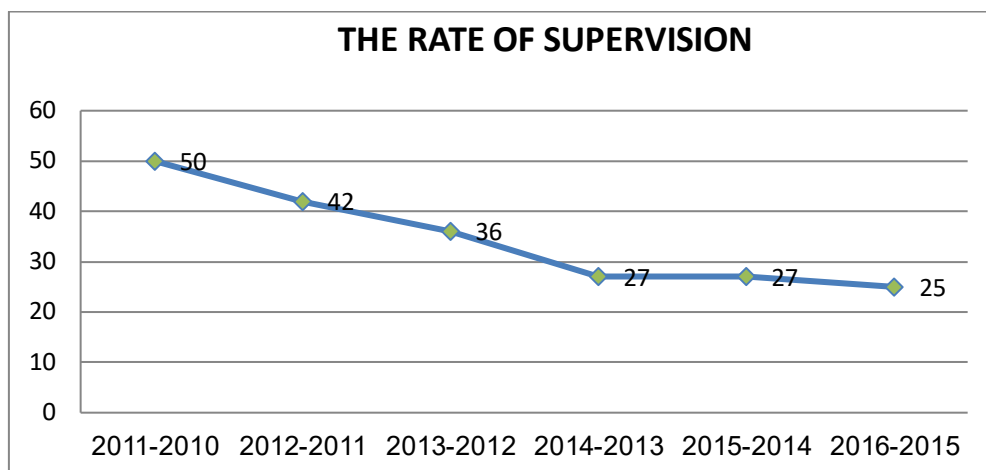
In contrast to the decrease in the number of enrolled students in the Faculty, the number of teachers has increased as is shown in the table 1.10:

Years	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of students	3806	3281	3094	2745	2921	2752
Number of staff	76	78	87	101	110	112
supervision rate	50	42	36	27	27	25

**Table1.9: The Increase in Academic staff from 2010 to 2016**

Compared to the each year decreasing number of the enrolled students, the number of the academic staff keeps increasing since new teachers are recruited in the different disciplines of law and political sciences. The recruited teachers are either from Chlef or the nearby regions of Relizane , Mostaganem, Ain defla and even there are some who comes from Algiers .

The following line graph illustrates the increase in the supervision rate in the Faculty :



**Figure1.3: The Increase in the Supervision Rate in the Faculty of Law and Politics**

The ratio was one teacher per 50 students in the year 2010/2011, but the rate of supervision reached one teacher for 25 students in the year 2015 /2016 .As has already been mentioned in the description of the Algerian university structure; including Chlef University, and academic staff recruitment, each year senior lectures are recruited through a competitive examination to holders of a Magister Degree or equivalent degree. Holders of a Doctorate or equivalent degree may be appointed on the strength of their qualifications, too.

#### **1-4-9 After Graduation Employment Opportunities**

Accordingly , the challenge in this new context under the recent reforms for higher education goes further than dispensing knowledge to introducing a vocational dimension focused on satisfying the needs of the labour market (Ministry of Higher Education 2009) .Hence , one major objective is the employment of the graduates. With regard to the Faculty of Law and Political Sciences , it has managed to establish vocational and academic relationships with different local and international business and academic institutions which can recruit graduates for permanent vocations such as :

- General and Specific Administration staff
- Journalism (Written and Spoken Media)
- Administrative manager
- Court Agent
- bailiff
- Administrative Agent
- Security Sectors

- Diplomatic Sectors
- Notary Public
- Legal Consultant

#### **1-4-10 The Faculty Future Prospects**

The Faculty of Law and Political Sciences is involved in a dynamic process of research and innovation. To keep this dynamic process functioning at proper levels, the Faculty research teams find it necessary to set up major research projects. The Doctorate Research School for the Specific and General Law Classes is at the top of those aimed projects. The Doctorate School aims to give more opportunities for high level Faculty students to prepare for MA and PHD Degrees. At an international level, the Faculty aims to get involved in research activities with the Institute of Transport International Law (ITIL). The Faculty also aims for more openness on the job market via the launching of the Occupational Proficiency Certificate supervision for attorney ship.

Successful pursuit of these goals will have an impact on the development of the research quality in the Faculty and on the academic staff and students' proficiency level in general.

#### **1-4-11 The EFL Situation in the Political Science Department**

As English has the status of an international language most widely spoken around the world, and as it is an active language in the field of science and all academic research, English language teaching in the department of Political Sciences has gained much attention since its inauguration in the Faculty curriculum in 2006. However, the status of EFL teaching and learning in the department of Political Sciences encounters challenges on different levels; a fact that has had a negative impact on the students' English proficiency level and their attitude to learning English. Diverse reasons are behind the deterioration of EFL situation in the Political Sciences Department. Hence, it was important to devote a brief discussion about the EFL situation in the department of politics in Chlef University in this section.

##### **1-4-11-1 The Teachers of English**

Four teachers are in the charge of both B.A and M.A English module teaching in the Political Sciences. This seems to be not enough considering the large number of students. All of them are female teachers coming from the area of Chlef who graduated with Licence Degree (BA Degree in the traditional system). Table 1.11 provides the necessary information about the teachers of English in the Political Sciences department:

Teachers	gender	Age	Degree held	Teaching experience
Teacher A	f	35 years old	Licence	seven years
Teacher B	f	31 years old	"	one year
Teacher C	f	28 years old	"	six months
Teacher D	f	30 years old	"	10 months

**Table 1.10: PS Department Teachers of English Profile**

One common feature among them is the fact that all of them are non-permanent teachers and , thus, each time there are new teachers who sign short teaching terms contracts (sometimes they just leave for one reason or another in the middle of the term).This fact has affected the stability of the English courses. Moreover, it happens that teachers are absent for no clear reason, or just because they feel demotivated by being non-permanent and frustrated with the low payment they receive for each session compared with the permanent teachers. Such an aspect of the of lack of stability among the teachers of English in maintaining their posts has also affected negatively the coordination and collaborative aspect between English teachers themselves .Hence, each time a new teacher starts when another leaves the course and thus, teachers cannot join up in a team work to set a syllabus with common learning outcomes for the different of English class levels.

#### **1-4-11-2 The Syllabus**

A syllabus has been defined by Nunan (1988) as the subpart of curriculum which is concerned of a specification of what units will be taught. Basically it consists of a list of a large number of grammatical, lexical and phonological items to be taught and organized according to a certain teaching allocated time .With regard to the English language teaching in the Political Sciences Department, the syllabus is usually the outcome of some personal initiative by each teacher working individually and is rarely the result of collaboration between the whole staff of EFL teachers with one common perspective. One teacher currently in charge of the English module for the third year level undergraduate students provided me with an example of a syllabus that she compiled herself based on previous personal experience of English language teaching in the PS Department ( See table 1.11).

		<b>Yearly Syllabus Main Content</b>
<b>1<sup>st</sup> Semester content</b>	<b>Semester</b>	<b>-1- Political Terminology</b> Government, Democracy, Dictatorship, Communism, Revolution, Laws, Crimes, <b>2-Reading Comprehension : Text</b> « New World Order » *Grammar :Prepositions <b>3-Reading comprehension : Text</b> « System of Government » *Punctuation <b>4- Reading Comprehension : Text</b> « Civil Rights » *Grammar : Modals <b>-Revision</b> - Test and exam
<b>2<sup>nd</sup> Semester Content</b>	<b>Semester</b>	<b>7- Reading Comprehension : Text</b> « Advertisement » *Grammar : Reported Speech <b>8-Reading Comprehension : Text</b> « Regular Contact among Nations » *Grammar : Passive /Active voice <b>9-Reading Comprehension : Text</b> « Human Rights » *Grammar : Tenses <b>Revision</b> - Test and exam

**Table 1.11: Third Year Undergraduate Student English module Syllabus**

It can be noticed that there is greater emphasis on the teaching of vocabulary through reading comprehension texts and the teaching of some grammatical points. It is clear that there is no well-set allocated time for each component in the syllabus. One more thing is that one syllabus component can be dealt with more than once with two different teachers at different levels due to the lack coordination between the teachers that I have mentioned earlier.

#### **1-4-11-3 Allocated Time and Credits**

Table 1.13 illustrates the amount of time and credits allocated for the third year undergraduate students in different modules. The modules are classified under major options according to their amount of shared credits and degree of importance.

Modules	The Semester allocated Time	The allocated time		Credits
		Lectures	TD Sessions	
<b>Major</b>	40	20	20	4
1-Arab Countries' Foreign Policy		20	20	4
2-New Strategies in International Relations	40	20	20	4
3- Future Studies	40			
<b>Exploratory</b>				
1-The Foreign Policy Analysis	40	20	20	3
2- Conference ( Security in the Mediterranean Sea)	40	20	20	3
3- The Universal Human Law Evolution	35	20	15	3
4- The New World Order and The United Nations Role	30	15	15	3
<b>Methodology</b>	20	10	10	2
1-Research Methodology		/	20	2
2-English				
<b>Cultural Studies</b>				
The Legislation System in Algeria	20	20	/	2
<b>Total</b>	325	165	160	30

**Table 1.12: the Amount of Time and Credits Allocated for the Third Year Level Modules**

With one and a half hour per week, a total of twenty hours teaching time per semester, English has the lowest amount of teaching hours and number of credits compared with the other modules. This illustrates to what extent English is disregarded in the whole curriculum compared with the other content disciplines despite all the claims that English should be promoted to take an active role in the department research activities. A short discussion with content teachers in the department confirmed the fact that English deserves more allocated teaching hours with regard to the role English has assumed in the different spheres of scientific studies and academic research in the different universities and research centres. What makes matter worse is the increasing depicted number of students missing English sessions due to teacher absences which often go without being recovered. This affects the amount of time for study and exposure to the English language.

I have attempted to shed light on the main components of the Faculty of Law and Political Sciences through a depiction of the Faculty historical background and its main pedagogical and academic potentialities. As far as research is concerned, it was necessary to portray the English language teaching situation in the Department of Political Sciences. This could not be achieved without providing information about the number of teachers of English in the Department, their qualifications and their teaching experience. It was also considered necessary to present the English syllabus being compiled by one English teacher for third year undergraduate students and the allocated time for that.

### **1-5 Conclusion**

This first chapter was devoted to shed light on the English language teaching and learning situation in the Political Sciences Department in Chlef University. To describe the students' learning situation, it was of primary importance to tackle issues related to the EFL situation in Algeria at both school and university level and cover the major reforms that have taken place in both the secondary and higher education systems since independence. With regard to the university reforms, much emphasis has been placed on the LMD system; the most recent reform that aims to revolutionise the Algerian university structure to transfer it from the traditional structure to the three-cycle Bachelor, Master and Doctorate system. The rest of the chapter was devoted to describing the profile of the Law and Political Sciences Faculty, the learning context and the population under focus in the current research. This consisted of a description of the main structure of the Faculty, the Faculty academic staff, the number of students and the English Language teaching and learning situation in the Department of Political Sciences.

# **Chapter II**

## **ESP and Needs' Analysis Approach**

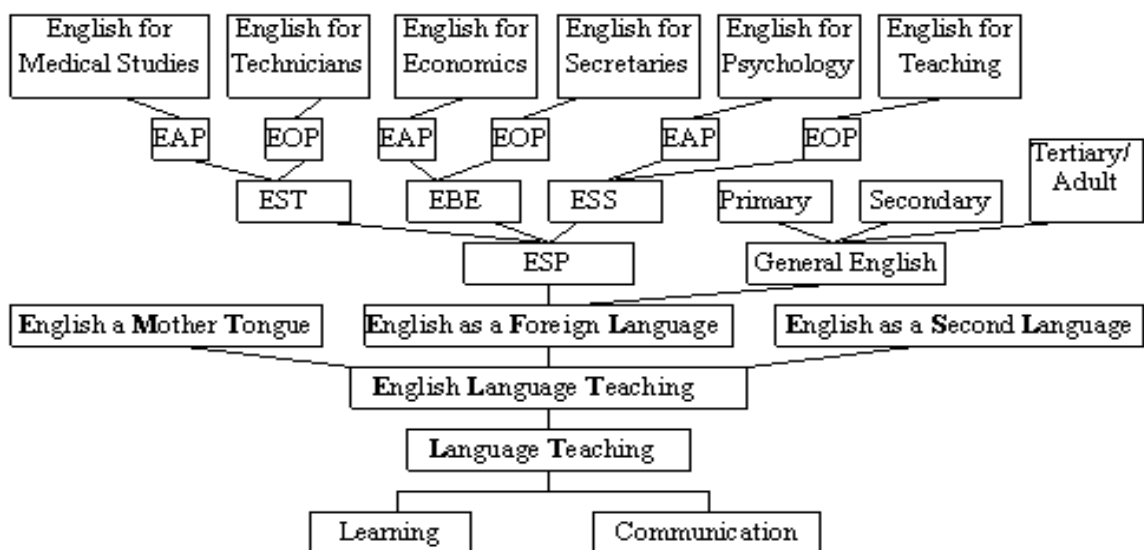
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## 2-1 Introduction

This chapter is devoted to discuss the theoretical framework of the present study and aims to contextualize it by looking at its main sustaining pillars: ESP, ESAP and the Needs Analysis (NA) approach. Full understanding of the present study will not be achieved without allocating it in its natural context of ESP. Thus, the first part of this chapter reviews some definitions of ESP, considers its characteristics, and outlines its types and subtypes. One relevant subtype is ESAP (English for Specific and Academic Purposes); an ESP sphere under which the present study specific area (English for political sciences) can be categorized. The rest of the chapter discussion explains the concepts of needs in language learning and needs analysis, presents classifications of NA, and provides an NA framework for the current study.

## 2-2 Definition of ESP

ESP is appropriately defined by clarifying its position towards the rest of ELT (English Language Teaching). Hutchinson and Waters ELT tree analogy provides a clear description for this purpose (see figure 2.1)



**Figure 2.1: The Tree Of ELT (adapted from Hutchinson and Waters, 1987, p.17)**

The ELT tree diagram above shows clearly that ESP belongs to the English Language Teaching (ELT), so what makes it different from the other ELT subcategories?

The term ESP has been defined by many scholars. Robinson (1980 , p. 98), for instance, cites fifteen scholars who have attempted to define ESP. This would suggest that there are many opinions and considerable debates seeking an accurate definition to the concept. Strevens (1980, p.109) observes that ‘a definition of ESP that is both simple and watertight is not easy to produce’. However, the term has been defined by a number of scholars.

Being aware of the amount of confusion that the term ESP has had among the ESP community , Dudley-Evans ( 1997) has extended the definition of ESP in terms of ‘absolute’ and ‘variable’ characteristics :

#### Absolute Characteristics

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

#### Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

Robinson (1980) has stated that ESP is the teaching of English to the students with specific objectives and purposes which might be professional, academic, scientific etc... .So it is this ‘S’ which differentiates the ESP concern of ESP from that of ELT by making it more focused on specific learner’s needs and language purposes as stated by Hadley (2006 , p. 3) that “*the key to teaching ESP is to focus on the “S” for specific. ESP can be differentiated from general ELT by its concern with specialized language and practice*”.

Accordingly, we can see that ESP is mainly concerned with specific disciplines. Jeremy and Mark (2011, p.5) confirmed this specific concern of ESP when they state “*ESP (English for Specific Purposes) involves teaching and learning the specific skills and language needed by particular learners for a particular purpose.*” Beside the specific purpose, another feature of ESP is that it is based on the learners needs. This is to say the “*learner’s reason for learning*” (Hutchinson and Waters, 1987 , p.19). ESP emerged as a new approach to English language teaching that revolutionised the content and the teaching methods since it is no longer the General English approach where , at a time , teachers of GE (General English) would rarely conduct a needs analysis approach to find out what their learners are learning English for when it is acknowledged that all students had a specific purpose for learning English. Teachers, nowadays, however, are much concerned with the important trend towards the useful needs analysis approach and many ESP practitioners have published textbooks that allowed teachers to select materials that would match their learner's needs and interests. Nevertheless, it is not easy to draw a clear distinction between ESP and EGP only on the basis of finding materials and methodologies that are effective for a particular class since according to Jeremy and Mark (2011, p.6) just like for an ESP teacher, the key question for a General English teacher is to find out the teaching materials that are appropriate for the learner’s culture, age, level, first language etc..... .Indeed, when asked ‘what is the difference between the ESP and 'General English' approach?’ Hutchinson and Waters (1987, p.53) answered this quite simply “*in theory nothing, in practice a great deal*”. Yet, what makes it more distinct in terms of other particular feature is the subject specific knowledge. This is clearly depicted in one of the ESP absolute characteristics that Dudley-Evans (1997) has figured out in his definition to ESP where it is identified as being centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Again ESP is not teaching a series of words and structures ( grammar) people need to know , yet it is about developing teaching materials to cover specific aspects of ESP register and genres (Jeremy and Mark ,2011 , p.20.). This would lead us to wonder about the important role that the ESP teacher should perform with regard to all these particular intertwined ESP context features.

### **2-3 The Role of the ESP Teacher**

Rapid changes are taking place in both of the fields of English Language Teaching (ELT) and English for Specific Purposes (ESP). These changes have been at the level curricula, evaluation procedures, teaching materials and a re-evaluation of students' needs. To meet these requirements, the ESP teacher, more than the GE teacher, needs to assume different roles.

Dudley Evans (1998) describes the true ESP teacher or ESP Practitioner as needing to perform five different roles. These are 1) Teacher, 2) Collaborator, 3) Course designer and materials provider, 4) Researcher and 5) Evaluator. However, one important thing that an ESP teacher should be disposed of in order to meet the specific needs of the learners and adopt the methodology of the activities of the target discipline is the ability to collaborate and to work closely with field specialists. Dudley-Evans and St. John (1998) also see the ESP teacher as a collaborator whose main purpose of such a co-operation with the subject specialist is to gain information about the subject syllabus and the tasks that the students have to carry out in their professional environment. John et al. (1988) point out that such collaboration should go beyond the field specialists to reach the stage teacher- learner collaboration. According to John et al. (1988), the learner will generally be more familiar with the specialized content of materials than the teacher him or herself. Jeremy and Mark (2011, p.6.) state, “*the learners on an ESP course will usually know more about the subject than the teacher,*” which would be a real challenge that might be possibly overcome through “*three key strategies that are open to a limited experienced ESP teacher*”: honesty, preparation and confidence. Honesty and openness are about coping with expectations. Teachers should be confident enough to tell their learners that they are unfamiliar with the specific subject since in the case of specific courses, the teacher is no longer ‘the primary knower’ and as the students become frequently the primary knowers of the carrier content. The ESP student main challenge is to be able to describe what they do and why in language non-specialists will understand. The ESP teacher can be the starting point in developing that essential skill. Eventually, learning should be a joint process based on the teacher’s expertise in language and methodology and the learner’s subject knowledge. One other key strategy is preparation which would involve careful planning of the language and problems that are likely to come up in a lesson and that learner may find in the professional field. Good planning eventually entails developing appropriate strategies to deal with vocabulary problems and a commitment to learn the learner’s specific discipline area. Finally, ESP teachers need to be confident that they have the skills that will help their learners, such as knowledge of how to make learning successful, how to make language memorable, and how to motivate learners. In other words, an ESP teacher with strong methodology but limited subject knowledge may be more effective than a subject specialist with no knowledge of methodology (although of course, a subject specialist with strong methodology would be even better!) (Jeremy and Mark, *ibid.*). In Dornyei’s (2007:17) words, “*A good researcher should “have a genuine and strong curiosity about their topic*”. So again the skill and passion of investigating the relationship between teaching materials development and the increase of the students’

motivation to the specific content course selected materials is necessary in the ESP course design .In the case of the ESP classroom, the teacher truly assumes the role of generating real, authentic communication on the grounds of students' knowledge. One other significant of the ESP teacher is that of a ‘course designer’ which means to plan the course and to provide materials for it. The provision does not only mean choosing courses and making the suitable copies for the number of the class but also involves adapting materials by mixing and matching them from several sources to meet the learner’s needs.

### **2-3.1 ESP Authentic Materials and Methodology**

According to Tomlinson (1998), teaching material can be “*anything which deliberately used to increase to increase the learner’s knowledge and/or experience of the language*”. This could include “*good materials include interesting texts, enjoyable activities that engage the learners*”(Hutchinson and Waters ,1987, p.107).These materials need to be developed following a clear structure that is made up of various activities would eventually converge to well-determined learning outcomes .

With regard to ESP materials preparation, the ESP teacher does not need to know the topic very well for an effective ESP material course development. What is desirable according to Jeremy and Mark (2011, p.12.) is an interest in and at times a passion for a particular subject or discipline. Undoubtedly, any ESP programme is based on the learner’s needs and the NA approach plays a significant role in building up ESP materials. Due this fact The English Language Teaching ( ELT) focus has shifted from the language centred approach to the learner centred approach (Nababan, 1993).Before any step of ESP material development , the ESP teacher should consider elements such as the learners' age , their linguistic background , their learning styles all and other elements that would genuinely meet the learners' needs. In other terms, he or she needs to consider the factors that play a role in the course design at two levels: the specialist fields in which the language will be used, and the types of learners who will be learning the language.

Dudley-Evans and St John (1998, p.171-72) also provide some characteristics of ESP materials which:

*“- should present real language, and need to maximise exposure to the language, e.g.by providing additional materials;*

*- need to be reliable and most involve learners in thinking about and using the language. The activities need to stimulate cognitive not mechanical processes;*

*- should challenge learners and offer new ideas and information whilst being grounded in the learners' experience and knowledge; to encourage fun and creativity;*

*- materials should be completed and well laid out.”*

The difference between ESP and ELT is not just in the nature of the learner but also in the fact that in ELT all language skills: Listening, speaking, reading and writing are stressed equally, yet in ESP identifying which skill is needed by the student is determined by a careful assessment of the adult learners' needs.. So, for instance, an ESP course for engineering students would stress the development of the reading skill as the speaking skill may be stressed for students who graduate as tourist guides for instance. Driven by the need to learn their subject matter, students feel much more motivated to learn English vocabulary and structures in a meaningful context that integrates the subject matter and English language instruction. Nevertheless, the ESP teaching methodology would share some key techniques that are key principles in ELT methodology. These were mentioned by Hutchinson and Waters (1987) when they introduced the basic principles underlying the ESP approach which included , enjoyment' , 'coherence' , 'preparation' , ' gaps' , ' an integrated methodology' , 'involvement' and ' atmosphere'.

After that the skill needed is determined, the ESP teacher next concern is the authenticity of the selected materials. Many scholars have written about the importance of the authentic materials' selection in the ESP course design because they can provide students with up-to - date knowledge and represent what students would actually encounter in the real world (Nunan 2004).Jordan (1997) defines authentic texts as the ones which are not designed for pedagogical aims. According to Nunan (1999), authentic materials are spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Hence, these materials should be taken from the real world and not primarily created for pedagogical reasons. This can be drawn from different sources such as TV and radio broadcasts, taped conversations, meetings, talks, and announcements ( spoken

data) ; magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages ( written data).

More examples of authentic data are given by Gebhard (1996) .Some of these examples are listed below:

1-Authentic Listening/ Viewing Materials -- TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches;

2. Authentic Visual Materials -- slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X- 67 rays;

3. Authentic Printed Materials -- newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules;

4. Realia (Real world" objects) Used in EFL/ ESL Classrooms - coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets.

Authentic materials have many benefits in an ESP classroom. Beside producing the immersion environment that provides a realistic context for tasks that relate to students' needs, they can increase students' motivation and expose to real context language. According to Hutchinson and Waters (1987 ,p.107 -8), good materials include interesting texts, enjoyable activities that engage the learners .researchers believe that that authentic materials scaffold learners' learning of a target language more sufficiently (Guariento& Morley, 2001; Wilcox & Oaks, 1999; Weyers, 1999).According to them, authentic materials have linguistic and non-linguistic advantages. With regard to linguistic advantages, Otte (2006) studied the effect of aural authentic texts on listening comprehension skills of a number of students involved in a study at a university in the USA and he noticed that authentic materials developed the students 'listening comprehension skills and their motivation as well. Researchers confirmed that authentic materials have other positive effects on the learners. Philips and Shettlsworth, (1978); Clarke (1989); Peacock (1997), cited in Richards, (2001) regard authentic materials useful in language teaching for the following reasons: (1) they expose learners to real language; (2) they

are more related to learners' needs; (3) they have a positive effect on learners' motivation; (4) they bring cultural information to the students' attention.

Nevertheless, authentic materials need to be carefully dealt with and prudently chosen since it is not that easy to use journals, magazines and adapt according to the course learning outcomes. Furthermore, authentic materials require the knowledge of the cultural background and the language of the community they are taken from. The complexity of some chosen authentic materials might demotivate the learners and increase their anxiety towards the course. This is what Guariento and Morley (2001) mentioned when they state that unless the selected authentic materials are simplified by the teachers, the complexity of the language may demotivate the learners especially lower level ones and get them confused. Yet, this adds to the ESP teacher another burden since, as being claimed by Kilickaya (2004), authentic materials contain difficult structures and vocabulary that requires much effort for the ESP teacher to treat it and set it into simplified and explicable forms. Just like it requires much effort, authentic materials are time-consuming in the selection, editing and preparation process as well (Miller (2005).

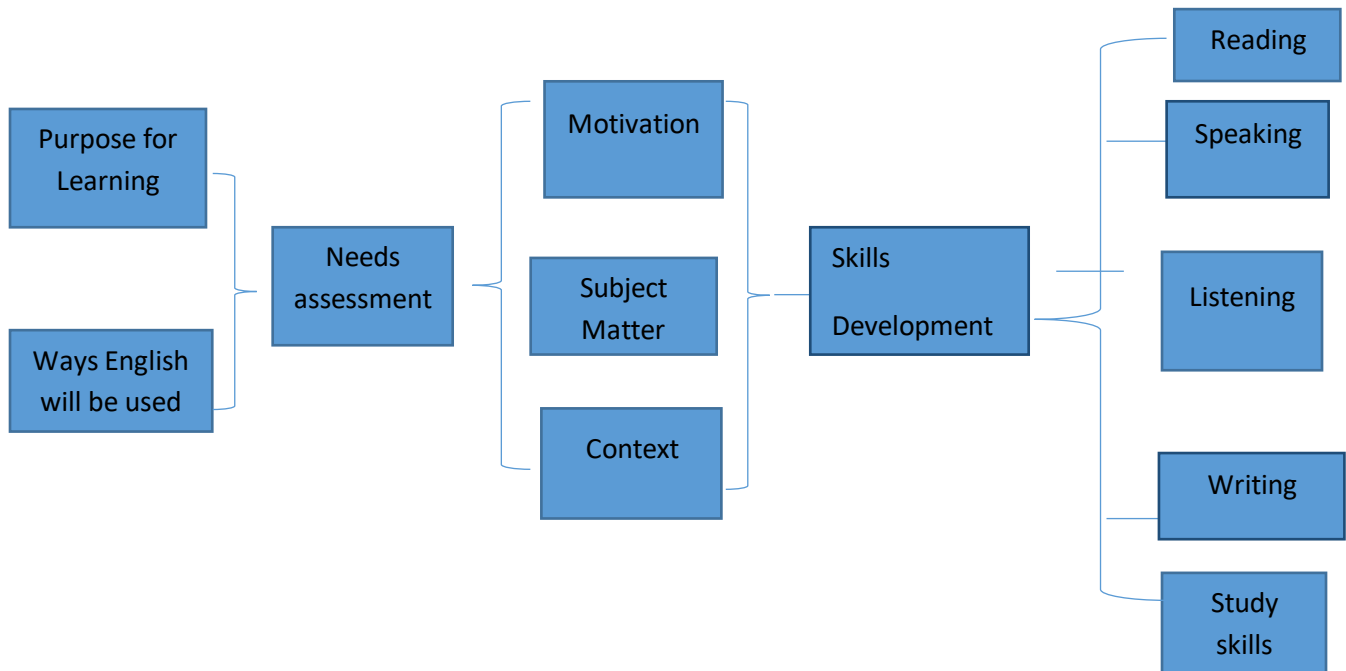
With regard to the ESP method of teaching, careful work should be done in order to make the selected materials fit the learner's pedagogical needs. This can be achieved also by different methods. One of which according to Gilmore (2007, p.109) is the possibility to vary tasks for the same authentic materials according to different language levels. With regard to the role of the selected tasks and activities, Mc Garry (1995) states, "*Activities based around authentic texts...can play a key role in enhancing positive attitudes to learning, in promoting the development of a wide range of skills, and in enabling students to work independently of the teacher. In other words, they can play a key role in the promotion of autonomy*".

Researchers agree that both of EPS and General English language teaching share some similarities in their methodology. Madhavantha, (2014, p. 73) suggested that,

*"Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the*

*position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology.”*

The following chart would resume the underlying components of the ESP course context:



**Figure 2.2: ESP Course Incorporated Basic Key Elements (Adapted from Schleppegrell et al. , 1986 p.09)**

But apart from the selection of authentic materials which is a task that would apply for ELT methodology as well and the focus on learners’ needs, one issue that may be raised is in what ways might the ESP course teaching methodology differ from that of a General English course. For ESP, the focus is not just on grammar and vocabulary but goes deeper to have more emphasis on the language in context. Moreover, under the ESP scope, English is not taught as a separate subject from the students’ real world but as an integrated matter into a subject area that is important to the learners. Hence, the students’ motivation to learn English is enhanced by the use of the vocabulary and structures in their field of study. Compared to GE class where the student is often being addressed to as a receiver of knowledge, the student is another challenge for the teacher in the ESP class this due to newly assumed teaching position by the

ESP teacher who is no longer as “*the primary knower*” and “*the students in many cases know more about content than the teacher*” as claimed by Dudley-Evans and St. John (1998, p. 13). Such a challenging situation requires the ESP teacher to have some understanding of the specific content of the subject matter and develop a positive attitude towards the learners’ subject area by being able to integrate and combine their current knowledge with the aimed English language instruction. Contrary to the GE classroom where the teacher is considered to be the primary source of knowledge, “*It is the learners who have the specific content knowledge and who are able to bring that knowledge to the classroom*” as stated by Ellis and Johnson (1994 , p.26).

However, it is not easy to find teachers who “*know English as well as the subject of the students.*” As mentioned by Goonetilleke (1989, p. 45). Although It is generally assumed that the ELT teachers are not required to have a special knowledge of the specific subject they are supposed to be engaged with , they need to develop a certain positive attitude towards it by understanding their students’ area of specialism .Since it is the learner’ duty to bring knowledge about the subject matter and share it with the class, the teacher’s main role to help the students learn the language of their discipline and should have the ability as highlighted by Ellis and Johnson (1994 ,p. 26) “*to ask the right questions and make good use of the answers.*”

### **2.3.2 The ESP and Content Teacher Collaboration**

Generally speaking, it is agreed that ESP methodology can adopt common EGP methodology teaching principles .Stevens (1988, p.44) mentioned that all forms of language teaching share major common principles such as ‘ the students’ motivation’ , ‘ the shaping of the input’ , ‘ managing the learning strategies’ and ‘ promoting practice and use’. Yet, Johns and Dudley-Evans (1991 , p.305) stress that “*ESP requires methodologies that are specialized or unique*”. This is due to the fact that the ESP course is based on the learner’ specific needs as that it is purpose oriented and should be run collaboratively by the language and the content teacher. Hence, one other source for the ESP teacher is the subject or content teacher where the cooperation with the content teacher should help the ESP teacher to design an effective course based on the learners’ needs and their focus for learning. Such a collaboration or teamwork should cover the different levels of ESP teaching starting from syllabus design to course book evaluation, and so on. Shared experience in many parts of the world has shown that to improve

the student achievement and to maintain an ongoing school success, teacher collaboration is needed. Such a collaboration is possible especially that it is based on one common goal that is the fulfilling of the learner's needs. In general terms, Cook and Friend (1995) defined collaboration as ,*“a style of interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal.”*In this regard and more than anyone else, teachers often needs each other's advice, support and assistance (Glickman, Gordon, and Ross-Gordon, 2007).The collaboration between non-specialised English teacher and the content teacher importance has been emphasized by DelliCarpini (2008) in both levels of language development and content acquisition for ESP learners across the curriculum. Many studies were carried out and confirmed that the language teaching programs should be dealt within the context of their academic disciplines (e.g., Bacha, 2003; Bhatia & Candlin, 2000; Canagarajah, 2002; Duff, 2001; Johns, 2003a, 2003b; Swales, 1990; Zhu, 2004). Swales (1988) emphasized the importance of interdisciplinary collaboration in the development of ESP programs and grouped the interdisciplinary activities into three categories of cooperation, collaboration, and team –teaching. According to Swales , in such a cooperation , ESP teachers can consult content teachers about different aspects of the academic field .Both content and ESP teachers can join together to work out to set up appropriate syllabuses and teaching/learning activities. Since each discipline is particularly distinguished for its type of genre and style, the ESP team-teaching activities can help ESP learners to develop their writing skill. Jordan (1997) states language teachers cannot master the various technical written genres across the different disciplines .Under such circumstances, the collaboration with the content teachers becomes an unavoidable step to overcoming this ignorance of the subject area genre writing organisation.

There are different types of ESP and content teachers' collaboration that can be at different levels and stages. Crawford and Walden (2007, p.54) defined collaboration as an *“an approach in which two or more persons are assigned to the same students at one time for instructional purposes.”* Bronstein (2003) refers to interdisciplinary collaboration as an effective interpersonal process in which communication, coordination and partnership are involved. According to DelliCarpini (2009) , the interdisciplinary partnership requires both ESP teacher and content teachers to work together to plan and design instruction .According to (Shibley, 2006; Forman & Markus, 2005), the interdisciplinary collaboration can bring important benefits to the ESP teachers .Beside providing them with a continued learning in content knowledge, it enables to integrate modern technology and adopt recent methodology in

the ESP course implementation .Furthermore, it maintains a sustained enthusiasm for teaching and professional development. In a study done at Hong Kong Baptist University, Cynthea Lee (2008) depicted the attitudes of three of the subject teachers towards the issues and the challenges that encountered the collaboration with English teachers. They admitted that obtaining comments and teaching ideas from English teachers at different stages is conducive to system design and student learning. With a regard to the influence that the possible ESP and content teachers collaboration may exercise on the students, a comparative study was carried out by Ching et al. (2008) in Chung Yuan Christian University in China and reported the findings of an ESP course class delivered to two different groups: one was assigned to an experimental class taught by both a language teacher and a physics professor and another one to a control class taught by the language teacher alone. The result showed that the experimental group had a more positive attitude and much more motivation toward English learning by the end of the academic year.

The collaboration can start by the initiative made by the ESP teacher to gather information about the students 'subject course (Dudley Evans and St. John 1998, pp. 42–43) then moves up to the level of negotiation between formative negotiations and occurs between the ESP and the content teacher (Dudley-Evans & St. John, 1998, p. 44).The two teachers are supposed to develop an organised relationship .Though based on different philosophical background , the collaboration should explore the challenges that the ESP learner may encounter in the target ESP course. In this regard, Gray(1989, p. 5) offered the following definition to collaboration: *“A process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited version of what is possible.”*

The aspect of the negotiation importance was explored in the study done by Colin Barron (2002) in Hong Kong University with science course students. The study showed the challenges that faced the EAP and the science teachers in the negotiation process of the main components that an ESP course should incorporate. For the EAP teachers, it was crucial that the ESP course objectives should focus on the development of communicative skills, problem-solving and information technology. Yet what counted for scientific teachers was purely scientific facts .Indeed, they even informed that they would only assess the scientific content of their posters when the English EAP teachers favoured the language forms over the objective

facts of science. Students themselves admitted that they got confused though some of them pointed out they need more grammar and vocabulary as that the majority of them like group work and problem-solving activities. The study revealed that sharing methodologies with each other and even shared knowledge will not often lead to successful collaboration. What is needed is more is a flexible and negotiable “ontological” background.

## **2.4 English Language Teaching and the ESAP Context**

One of the absolute characteristics of ESP is that it “*makes use of the underlying methodology and activities of the discipline it serves and it is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills.*” (Dudley-Evans & St John 1998:4-5).

ESP is then an approach that is concerned with teaching particular genres that would meet specific context of English language learning. With this regard, Dudley-Evans (2001) asked the following key questions:

- 1 What do students need to do with English?
- 2 Which of the skills do they need to master and how well?
- 3 Which genres do they need to master either for comprehension or production purposes?

This diversity of focus on the different English genres used across the different disciplines caused the emergence of other recent ESP subcategories (see figure 2.1). As far as this study is concerned, we shall mention two relevant spheres that seem to overlap to frame the present study context; English for General Academic purposes (EGAP) and English for Specific Academic Purposes (ESAP). So what do they refer to?

According to Blue (1988), English for Academic Purpose deals with language and all practices common to all EAP students. Jordon (1997, p.05) in his description to EGAP labelled to these common practices "the study skills" when he states that “*a large proportion of the common core element is more usually known as ‘study skill’ plus other elements of a general academic English register, incorporating a formal, academic style, with proficiency in the language use.*” These can involve skills like note-taking, writing in the appropriate academic

register, writing effectively for study purposes, participation in a research , performing an oral presentation ,ect. The main objective is to equip the students with the necessary skills for general academic settings. However, English for Specific Academic Purposes refers to the vocabulary and the skills that are specific to the subject area or discipline. According to Soo and Tam (2011),the aim of EGAP academic programme is to teach students strategies for reading, writing, speaking and listening , while in ESAP, much emphasis is put on the vocabulary and skills specific to a subject of study. Dudley-Evans and St. John (1998) sum up that EGAP courses are much relevant to general context whereas ESAP courses focus on the actual tasks that the students have to carry out.

As it has been referred to, both EGAP and ESAP are two main sub-divisions of the EAP branch. In a university context, EAP curricula aim at developing courses based on the two components of language and the study skills. This what Liyanage and Birch ( 2001) claimed when they admitted that student under the EAP curriculum has to build an awareness towards a particular language of the academy, and certain ways of talking, reading and writing about ideas and texts. According to Mo ( 2005) ,the students can develop “*literacy abilities*” and “*the academic literacy*” by the incorporation of different language and study skills in the content of the EAP course to develop and not only to those relating to the mastery of reading and writing.

The relationship between EAP and the official curricula of the students in the university context is traced back to the primary role assumed by EAP that of preparing the students by providing more focus on the required skills for their future needs. Indeed, Rob (2014) described EAP “*as the portion of the curriculum which prepares students for gainful involvement in study situations*». Thus, The EAP practitioner and the subject specialist are bound by the specificity of the context and they are by no means transferable to other situations .In such a situation, the ESAP practitioner is asked to develop a course that would meet the students’ expectations and needs and to construct frameworks that are context specific. Yet, knowledge of the content is another requirement for the ESAP practitioner who needs to make use of the appropriate teaching methods and select that the applicable teaching materials that would match the local context (Hyland 2006).Because the ESAP methodology and the teaching materials are contexts -specific, there seems to be no ESP course book that the ESAP teacher can rely on to develop the course content (Rob, 2014) .Indeed, Jones (1990) wonders whether an ESP course book really exists. Continuous research and investigation in the context discipline are what is expected from the ESAP teacher to overcome the challenge of the specific discipline content knowledge.

With regard to studies carried out under the ESAP approach and the ones that investigated specific skills that the students are required to develop across the different specific context disciplines, Mohamed Karimi and Mohamed Reda (2014) investigated the significance of the students' beliefs' effect on the multiple document reading comprehension task. The study was carried in four major medical sciences universities in Iran .95 female students were asked to read four passages of multi-fetal pregnancy. The results revealed that there are significant relationships between the students' epistemological beliefs and the inter- textual comprehension of the texts. the study concluded by the potential of structuring reading comprehension reading courses and instructional ESAP reading programs .The outcomes of such courses converged one objective which is the development of more sophisticated epistemological beliefs in learners and lead to greater personal involvement in meaning extraction across multiple documents.

As far as the area of this present research is concerned, a relevant study was carried out by Purificación and Pascual (2002) at the Faculty of Psychology in the University of Murcia in Spain .The study which brought 42 students under test aimed at the initial stage to evaluate the students' needs and their degree of motivation to the English course. The course design and implementation was set up according to the students' identified needs in the final stage. The students were asked to submit a first test that determines their motivation and interest in the English course and a second test which targets their English proficiency level. The results revealed that the reading skill was the easiest skill for the students and that is why it was useful to include some ESAP units in the curriculum. This was done with a belief that a balance between Text as a Linguistic Object (TALO) and Text as a Vehicle of Information (TAVI) would enhance the learning process (Johns and Davies, 1983).The results also revealed that the students were not interested in the ESAP course and that they might be enrolled in that course only to complete some credits of their university curriculum as that English is not as much important as the other subjects specific study area.

Whether it is EGAP or ESAP, both of the EAP components' courses are based on the learners needs. Hence, constructing an ESP course design depends on conducting a successful needs' analysis framework that would identify the students' academic language needs in the subject specific area. After collecting the data , the ESAP practitioner needs to set up the appropriate tasks for the students' content classrooms and identify the skills that the students need to be disposed of in order to do those tasks successfully ( Soo et al. , 2013).Because of its value in identifying learners' needs and in the design of any language course curriculum , our

next discussion will be devoted to explore the Needs Analysis (NA) approach and its main components and also shed light on the main previous studies that focused on the NA aspects in the ESP field of teaching.

## **2.5 Needs Analysis Approach**

Although the term was first in India in the 1920's (Howatt, 1984; White, 1988), the idea of Needs Analysis was practically established by Richterich (1972). Iwai *et al.* (1999) defined Needs Analysis as the range of the selected activities that are used by the ESP practitioner to collect information upon which a curriculum that would meet the needs of a particular group of students is going to be developed. John (1991) considers Needs Analysis as the first step in course design. Indeed, all subsequent course activities' validity and relevance are provided by Needs Analysis. Although it has proved to be a useful approach to identify learners' needs in another field of study such as EGP, NA is often associated with ESP (Hutchinson and Waters 1987, p.55-54) and its programs' development (Brown, 2009; Basturkmen, 2013; Hyland, 2009) as students' needs are often clearer in ESP study context (Jeremy, 2007). As far as the current study aim is concerned, an NA procedure will be constructed to identify the needs of political science students. With regard to the term needs, Nunan (1988) classified Needs Analysis under two main categories: 'Objective and Subjective Needs'. Objective Needs are any sort of factual data gathered by the teacher himself about the learners. This can include biographical information on age, home, nationality, age, etc., and it is in the light of this gathered data that a teacher can develop a suitable syllabus design. On the other hand, Subjective Needs refer to the information that is obtained from the learners that depict their attitudes, perceptions, views and information that explains the reasons for which the learner has chosen to learn a second language and the classrooms' tasks the learner prefers (Nunan, 1988: 18). Accordingly, Dudley-Evans and St. John (2009) provided Five major Needs Analysis' areas which included eight of the concept components:

1. Target situation analysis and objective needs analysis (e.g. tasks and activities learners will use English for;

2. linguistic analysis, discourse analysis, genre analysis, i.e. knowledge of how language and skills are used in the target situations;

3.subjective needs analysis, i.e. learners 'wants, means, subjective needs-factors that affect the way they learn(e.g. previous learning experiences, reasons for attending the course, expectations)

4.present situation analysis for the purpose of identifying learners' current skills and language use;

5. means analysis, i.e. information about the environment where the course will run

Yet, defining the term Needs Analysis is still a matter of debate between scholars. According Richterich (1983, p. 2) "*The very concept of language needs has never been clearly defined and remains at best ambiguous.*" Robinson (1991 , p.23) depicts needs as a matter of agreement and judgment and not discovery . This implies that the needs are in the learners and the mere task for the ESP practitioner is to explore them and bring them up. On the contrary, Brindley (1984: 29) states that "*need is not a thing that exists and might be encountered readymade on the street. It is a thing that is constructed*". Sharing Brindley's view, Richterich and Chancerel (1987: 9) say that needs "*are built up by individuals or groups of individuals from an actual example of experience*". Along with those controversial definitions, more than one label was attributed to the term needs. Hutchinson and Waters (1987) described them as "*necessities, wants and lacks*", Brindley ( 1989) as "*subjective and objective* ",Berwick ( 1989) as "*perceived and felt*". With regard to the objective needs , Brindley provides another broad dimension to them more than being gathering biographical information about the learner ( Nunan , ibid.) to include the communicative competence skills and requirements that the learner needs in the target situation according to which the language course is to be designed and structured .These cover the relevant content , the linguistic and the sub-linguistic skills and the relevant study skills. Both West ( 1994) and Hutchinson and Waters agree on the fact that the term needs covers both '*target needs*' and '*learning needs*'. According to them, the target needs are "*what the learner needs to do in the target situation*" (Hutchinson and Waters, 1987:54) .This covers mainly the foreign language requirements in the target situation, and the learning needs are "*what the learner needs to do in order to learn.*" (Hutchinson and Waters,ibid.). With regard to the terms necessities, lacks and wants, Hutchinson and Waters (1987, p.55) state that it is more useful to explore them under the "*target needs*" umbrella term.

### **2.5.1 Necessities**

It is about the needs required by the target situations. It means the needs the learner needs to be disposed of in order to function effectively in the target situation .This can cover

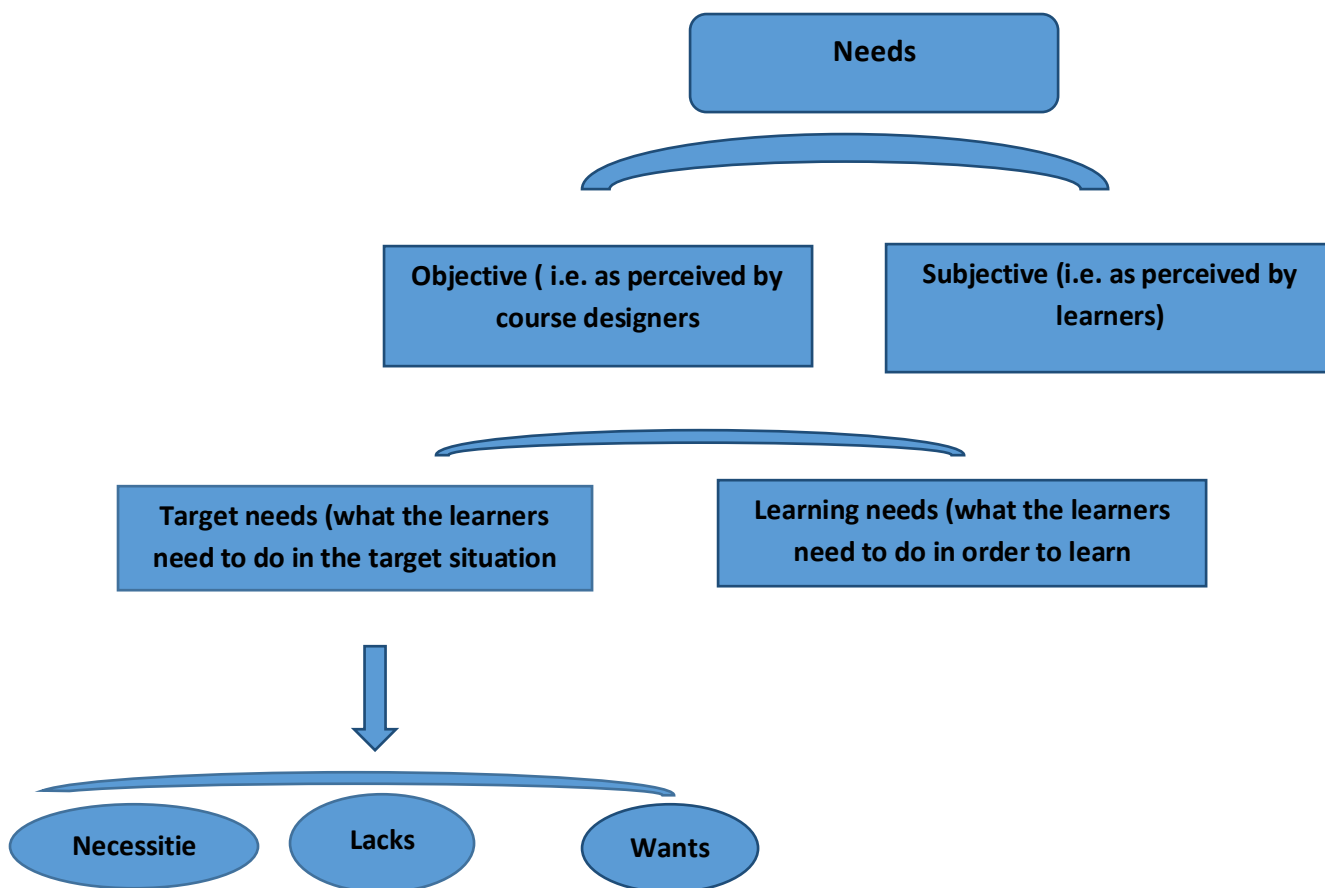
for a business person, for instance, the ability to understand business letters, to communicate effectively at sales conferences, and to get the necessary information from sales catalogues. Thus, he or she needs also to know the discoursal, functional, structural, lexical features commonly used in the identified situations.

### **2.5.2 Lacks**

This is a step after identifying what the learner knows already and hence it is the stage where the course designer decides which of the necessities the learner lacks. According to Hutchinson and Waters (1987, p.56), "*the target proficiency needs to be matched against the existing proficiency of the learners*" lack" and the lack amount is measured between the lack of the two. It may happen that, for instance, the target situation requires the learners to read texts in a particular subject area and whether or not the learners need to learn that depends on how well they can do it already.

### **2.5.3 Wants**

The learner's desires have also to be taken into consideration in the target situation needs' determination. According to Richterich (1980), the learner's needs are partly shaped by the perceptions and desires of a person. Figure 2.3 sums up the major NA components .



**Figure 2.3.Necessities, Lacks and Wants**

With regard to the current study , the NA approach was used to investigate both of the learning needs ( the skills that the students wants to develop during the course) and the target needs which involves the skills, the tasks, and the activities for which political science students will be using English (Writing a job application, conducting a political interview , etc...)

#### **2.5.4 Target Situation Analysis**

Nevertheless and before it reached the current status, Needs Analysis ( NA) had gone through different stages and the NA prominent developments are attributed to Munby with his publication Munby's Communicative Syllabus Design in 1978 where the learner's purposes were placed in the first place within the framework of needs analysis. These new developments put much emphasis on the learner's needs analysis in the target situation and for the first time the term "Target Situation Analysis" was first used by Chambers (1980, p.29) who defined it as *"an approach to needs analysis devoted to establishing the learners' language requirements in the occupational or academic situation they are being prepared for."* The well-developed

model for Target Situation Analysis is the Communicative Needs Processor (CNP) by Munby (1978). The introduction of CNP came to mark a new age in history of ESP as Hutchinson and Waters (1987, p.54) confirm: *“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.”*

Munby’s CNP framework aims at drawing a relationship between the language user’s competence and his or her knowledge of communication in the target situation. The model is often used by teachers of English and ESP teachers in particular to the needs analysis procedure to specify the learners’ communicative competence. Though Munby’s needs analysis model might be regarded as a tool for the course designer rather than the learner (Howkey 1980), it gave importance to the learners than the other factors of teaching and learning.

Howkey (1980) reveals the information that the course designer should look for is based on the elements which Munby’s model is made up of:

- **Participants:** There are questions on learner’s age, sex, nationality, first language, target language, and other languages.
- **Purposive Domain:** There are questions to establish the purposes for which English will be needed i.e. occupational or educational, for which specific job or studies.
- **Setting:** There are questions to reveal relevant information on the place, time and psycho-social nature of the setting in which English will have to be used.
- **Interaction:** There are questions to get information on the required role of the learners in communication for which they are being trained, the identity of those with whom they will have to communicate and the relationship with them.
- **Instrumentality:** There are questions to seek information on the medium mode and channel of communication for which learners need to be trained.
- **Dialect:** There are questions to obtain information on what dialects of English will need to be handled.
- **Target Level :** There are questions to assign values to various characteristics (e.g. size, range, delicacy, speed, flexibility) of the communication in English that the learners will have to cope with, both receptively and productively.

- Communicative Event. There are questions to identify what the learner will have to do in English, productively and receptively. This is described in terms of communicative events which are then subdivided into communicative activities.
- Communicative Key: There are questions to consider the tone manner and spirit in which an act is done. The ability to handle communication must take account of varying degrees of attitude as expressed through tone.

Another TSA comprehensive framework was provided by Hutchinson and waters (1987) which aims at identifying the learners' 'real world' through a list of questions .Below is the kind of information that are outlined by Hutchinson and Waters' TSA framework.

<p><b>Why is the language needed?</b></p> <ul style="list-style-type: none"> <li>- for study;</li> <li>- for work;</li> <li>- for training;</li> <li>- for a combination of these;</li> <li>- for some other purpose, e.g. status, examination, promotion.</li> </ul> <p><b>How will the language be used?</b></p> <ul style="list-style-type: none"> <li>- medium: speaking, writing, reading, etc.;</li> <li>-channel: e.g. telephone, face to face;</li> <li>- types of text or discourse: e.g. academic texts, lectures, informal conversations, technical manuals, catalogues</li> </ul> <p><b>What will the content areas be?</b></p> <ul style="list-style-type: none"> <li>- subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;</li> <li>-level: e.g. technicians, craftsman, postgraduate, secondary school.</li> </ul> <p><b>Who will the learners use the language with?</b></p> <ul style="list-style-type: none"> <li>- native speakers or non-native;</li> <li>- the level of knowledge of receiver: e.g. expert, layman, student;</li> <li>-relationship: e.g. colleague, teacher, customer, superior, subordinate</li> </ul> <p><b>Where will the language be used?</b></p> <ul style="list-style-type: none"> <li>- physical setting: e.g. office, lecture theatre, hotel, workshop, library;</li> <li>- human context: e.g. alone, meetings, demonstrations, on the telephone;</li> <li>- linguistic context: e.g. in own country, abroad.</li> </ul> <p><b>When will the language be used?</b></p> <ul style="list-style-type: none"> <li>- concurrently with the ESP course or subsequently;</li> <li>- frequently, seldom, in small amounts, in large chunks.</li> </ul>
---

**Table 2.1: Hutchison and Waters (1987 , p.59 - 60) Model of TSA**

The approach is useful in providing the language requirements for the students in the target situation for which they are preparing. Part of the TSA approach validity and effectiveness of the data obtained is owed to the fact of consulting the right approach stakeholders (e.g. supervisors, filed practitioners, subject teachers, teaching materials). With regard to the present study, the TSA approach aims at providing data about the type of language

functions that the political science students should encounter after graduation and reveal the possible communicative skills that the learners want to develop in the target situation. The approach is necessary because it targets one of research questions which attempts to identify the English needs for political students in the target situation.

Yet and before exploring the learners 'needs in the target situation, the ESP course designer needs to identify what the learners are like at the beginning of the course, e.g. their strengths and weaknesses, their skills, perceptions, and familiarity with the subject (Hyland 2006; Robinson 1991). This what the Present situation attempts to explore.

### **2.5.5 Present Situation Analysis (PSA)**

The Present Situation Analysis (PSA) is a complimentary phase for the Target Situation Analysis. If the target situation analysis tries to establish what the final profile of the learners would be like at the end of the language course, the Present Situation Analysis attempts to identify what the learners are like at the beginning of the course. In other words, the researcher needs to build on the current students' needs to enable to learn and pursue their language goals as the course progresses to achieve their "ends needs" or those associated with their target goals (Brindley 1989). Under the Present Situation Approach, the information can be collected from different sources :students, teachers and the place of study or work (Jordan 1997). The PSA which was first proposed by Richterich and Chancerel (1980) can be carried out by means of test to obtain data about the learners' perception and attitudes to the language course ,for instance. However, some other information concerning the students' present abilities can be predicted by means of collecting background information concerning, for instance, the years of learning of English , the level of education ,etc.

Hutchinson and Waters suggested a framework that could analyse students' present needs. This included information concerning the students' level of ability and their attitudes to the English language course (see table 2.2).

<b><i>Who are the learners?</i></b>	<b><i>How do the learners learn?</i></b>
Age / sex / nationality	Learning background
Subject knowledge	Methodology
English background	<b><i>What resources are available?</i></b>
Teaching styles used to	Teachers' competences
Interests	Teachers' attitudes to ESP
Sociocultural background content	Knowledge of & attitude to subject
Attitudes to English	Materials, aids
<b><i>Why are the learners taking the course?</i></b>	Opportunities for out-of-class activities
Compulsory or optional	<b><i>When &amp; where the ESP course take place?</i></b>
Concept of teaching and learning	Pleasant, dull, noisy, cold, etc.
Apparent need or not	Time of day; every day/once a week.
Academic or personal goals need	F/P-time; concurrent with need or pre- need
Promotion and attitude	

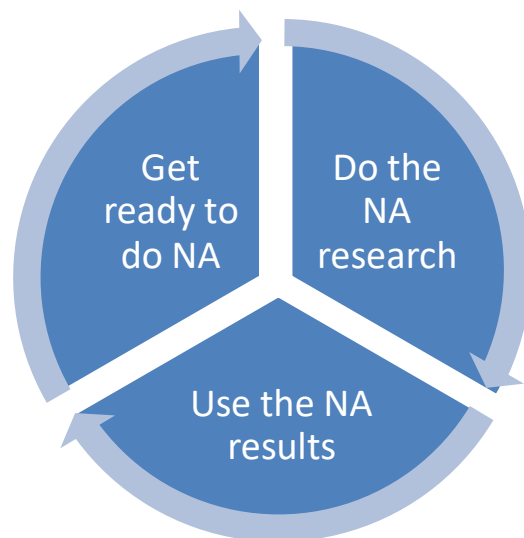
**Table 2.2 Hutchinson and Waters (1987) Model of PSA**

With regard to the present study, the PSA approach will be a useful issue to rely on to identify the part of the political students English background knowledge and their attitudes to the English course. Then it aims also to know the teaching activities that are emphasized during the English class, depict the teacher's skills in the course delivery and teaching materials' preparation and attitudes towards the English course in the political science context. The PSA also aims at delving into the content of the English and its level of suitability to the learners' level and interest.

Besides investigating the students' reasons for taking the course which covers their motivation, interests, skills, language proficiency, their attitudes and their learning styles, the PSA aims to know the students' subject knowledge and work on that issue as means to determine the appropriate course materials.

As it has already been mentioned, the ESP course designer should rely on the combination of TSA and PSA to identify the students' needs and select language course materials that would appropriately meet those detected needs. According to Nababan (1993, p.3), the materials should focus on two factors: *“The specific areas in which the language will be used and the types of learners who will be learning the language.”* In exact terms, they should carry elements of authenticity and be related to the students' real world context (Wharton 2004; Nababan 1993); a feature that has already been discussed in (2.3.1), and should also be appropriate to the students' level and age and meet their linguistic and cultural background.

However, other scholars argue that the process of NA cannot just be depicted in a linear fashion with the PSA in the start and the TSA in the end. Instead, they suggested a cyclic shape to the NA different stages' interaction. Such a conception is supported by the belief that needs analysis might be done before the course starts, at the beginning of the course, be ongoing during the course or at the end of a course if it going to be repeated with a different group of learners (Nation and Macalister, 2010). The aim behind the circular framework (see figure 2.4) is to provide more efficacy for the future course by shaping and reshaping them each time.



**Figure 2.4: The NA Cyclical Framework Process (Adapted from Vali and Nasser, 2013)**

As shown in figure 2.4, the NA cyclical framework which was suggested by Brown (2009) consists of three main stages: Get ready to do NA, Do the NA research and use the NA results. These stages involve ten steps along the needs analysis process (see table 2.3).

<b>Get ready to do NA</b>	<b>Do the NA research</b>	<b>Use the NA results</b>
1-Define the purpose of the NA 2. Delimit the student population 3. Decide upon approach(es) and syllabus(es) 4. Recognize constraints 5. Select data collection procedures	6. Collect data 7. Analyse data 8. Interpret results	9-Determine objectives 10. Evaluate the report on the NA project What follows is a brief description and explanation of the ten steps in the process of doing NA

**Table2.3: The Steps of the NA Cyclical Framework (Adapted from Brown , 2009)**

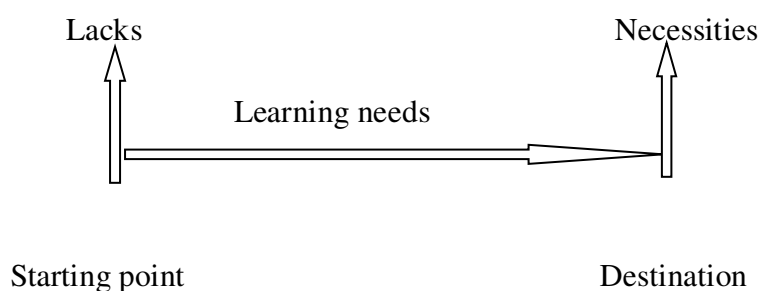
Since it is believed that one cannot rely on the TSA and PSA as the only reliable indicator of students’ needs, there have been other taxonomies under different approaches to identify the students’ needs and their learning purposes. However, there often occurred instances of discrepancies between the kinds of needs that need to be identified. Conflicts raise for instance between the necessities identified by the teacher or the sponsor and the students’ wants , also between the students ‘ learning styles and preferred strategies and the teachers’ selected methods and strategies.

### **2.5.6 Pedagogic Needs Analysis**

It was proposed first by West (1998) as an umbrella that would cover the three components *deficiency analysis*, *strategy analysis or learning needs analysis*, and *means analysis*. With regards to the presents study, less discussion will be devoted to each of these pedagogic needs components since the focus was on the PSA and the TSA because they are they are more appropriate for the current study research questions.

### **2.5.7 Deficiency Needs Analysis**

Indeed , it is what Hutchinson and Waters (1987) labelled *Lacks* and it attempts to identify the gap between what the students under scope know at the present stage and what they need to know by the end of the course. In other words, *the Deficiency Needs Analysis* role is to follow the tracks of the learners from point A (present situation) to point B (target situation) ( see figure2.6).Because it has the potential of providing data about both the gap between present and target mastery of English, extra linguistic knowledge, language skills and learning needs, the *Deficiency Needs Analysis* can set the basis for language syllabus (Jordan, 1997).With regard to the current study, The PSA will serve as useful approach to evaluate the student’ language deficiency , thus, this DNA approach is suspended.



**Figure 2.5: Deficiency Needs Analysis components (adapted from Wang 2007)**

### 2.5.8 Learning Needs Analysis

It is also referred to as the *Strategy Analysis*. It tries to explore the learners' preferred learning styles and look for strategies that learners use to learn another language. Hutchinson and Waters (1987) state that it is naïve to design a course based on the target needs, just it is naïve to base your course design merely in terms of the starting point and the destination. A useful analysis should take into account the needs, the potential and the constraints of the route (the learning situation). In the process of the learning situation, the analyst is much concerned with the learners' procedures, skills and strategies of learning rather than what they learn (Smith, 1984). It was Allwright who was first introduced the term *strategy analysis* (West 1994) and drew a distinction between the learner's *needs* (the skills seen by the student as being relevant to him or herself) and the learner's *wants* (the needs the students see as priority requirements) and *lacks* (the gap between present and target competence). Obviously, the LNA is a process-oriented approach and not a product-oriented one. Under the LNA approach, language scholars (e.g. Gilakjani et al. 2012; Brown 1995; Grasha, 1996) identified the learners' different learning styles: the visual (learning by seeing), the kinaesthetic (learning by doing), and the auditory (learning by listening). Some other researchers have made out other types of cognitive styles and so they grouped the learners into field-independent and field-dependent learners. Field-independent students are learners who have a self-belief in their abilities and confident enough not to be influenced by others. They tend to work better under the self-centred approach and do not prefer to work into groups. On the contrary, field-dependent learners tend to focus on the whole picture and do not pay much attention to details.

### 2.5.9 Means Analysis

The term appeared in the late 1970s and the early 1980s to refer to the type of analysis which to gather information about the course classroom environment (Swales 1989). Dudley-Evans and St. John (1998: 125) point out that means analysis is a useful means that provides us

with “*information about the environment in which the course will be run*” with an attempt to adapt the cultural environment in which the course will take place . In this regard, Jordan (1997) suggests that it should help us design a course that is environmentally sensitive. Swales (1989, quoted in West, 1994) lists the following five factors that should be considered for a successful course design:

- classroom culture
- EAP staff
- pilot target situation analysis
- status of service operations
- study of change agents

Dudley-Evans and St. John (1998, p. 124) argued that what “*it might work well in one situation, may not work in another*” though some language needs may be shared by different situations .Thus , a language course should be adapted according to the different educational and professional environments rather being imposed without understanding the local constraints and exigencies (Jordan, 1997; Dudley-Evans & St. John, 1998).

The Means Analysis approach might be time-consuming (performing close observation to both teacher and students for extended period of time might be difficult) if conducted properly and might exceed the time limit of this study ; a reason which has made the MA approach out of scope for the current study.

### **2.5.10 The Language Audits Analysis**

The term was first coined by Pilbeam in 1979 to refer to the NA strategic language applied policies for companies and professional sectors. It aims to bridge the gap between the present performance and the target performance language needs. It also aims to understand the communication process carried out in a foreign language in a company and determine the weak and strong points in it (Robinson 1991; Nelson 2000; West 1994).It is recommended that the Language Audits Analysis proceeds a NA to identify the individuals whose needs should be targeted for analysis ( Coleman 1988).Long (2005a) reported in Coleman (1988) that “language audits take institutions as the unit of analysis and that they are usually conducted through a

quantified general survey. An audit can help shaping the Target Situation Analysis (TSA) in the form of language skills as determined by the job description and records of current language use in a company. It also produces a profile of language abilities that are assessed by language test scores or proficiency self-ratings. Moreover, it also investigates the amount and the form of the required language training .According to Utley (1992, p.34-5), an audit is similar to an exercise that aims at defining any FL existing skills in a company, present and future needs for FL skills, the staff likely to require them, to what extent and for what purpose, and the options available to the company. Michael (2005) confirms the role of the language audits for being a useful tool that can provide a quick overview of a situation and means to identify “*mismatches between perception and reality m between what is going on and what should be.*”

## **2.6 A Review of Research Studies in NA**

The NA research studies in ESP have been carried out in many different disciplines (computing, medicines, ect.) and settings (academic and professional).The NA research studies aim to diagnose language teaching and learning problems and also develop course and design syllabuses .The following is an overview of the main NA research studies carried out in various institution around the world within the ESP field .

In the Arabic world, The most conspicuous NA studies have been conducted at Yarmouk University-Jordan.Zughoul and Hussein (1985) .The study was carried out to investigate the students’ needs in four faculties; Natural Sciences, Engineering, Medical Sciences, Economics and Administrative Sciences. The study purpose was to discover the English use at the university level and identify the students’ abilities and perceptions of the English language needs. Two sets of questionnaire were used for data collection. The finding revealed that English covered most of the academic settings since the majority of the courses were taught in English and most teaching materials were published in English as well. Qualitative data which was collected through two elements of genre; class discussion and student questions in lectures, revealed that students often asked questions in Arabic, while discussion involved both Arabic and English. The study also reported that though both subject teachers and students agreed that all language skills are needed, the listening skills were the most important.

Majid (2005) reported his PhD thesis’ findings about investigating the English language communicative needs of health professionals in the Riyadh area. Based on NA framework, the study went through the extent of English use in the careers of medical professionals and

examined the required level of the different skills (Listening, speaking, reading and writing) in the different activities. The study also investigated the perceptions of the professionals towards their English language preparation during their previous college study. A questionnaire was administered to a sample of population that consisted of health professionals representing physicians, dentists, pharmacists, and applied medical technicians. The findings revealed that the English language is extensively used in the workplace and plays an important role in the careers of health professionals. The study also showed that the receptive skills were received (eg. reading and listening) were perceived as more important than the productive skills (eg. speaking and writing). The investigation came up with one important thing when it revealed that the English language courses taken by health professionals at the college level did not really meet the needs of the English language use in the medical work area.

Another study was carried out in Saudi Arabia to investigate the needs and the attitudes of science students at Taif University. The study was realised by Amir (2013) and aimed also to improve the students' present academic performance and relate it to their future professional career. One important issue investigated by the study is the extent to which the ESP science students are aware of their needs, lacks, wants and necessities to learning the language for science purposes. To supply data for the raised issues, a questionnaire was administered to 100 first-year science students and the finding revealed that the majority the respondents admitted that their ESP courses major needs rest with the four language skills of listening, reading, speaking and writing together with grammar and vocabulary.

Ghenghesh, et al. (2011) carried out a NA study to investigate the English language needs of undergraduate students and their business faculty members at British University in Egypt. Both teachers and students admitted the importance of English for studies and work purposes. Both of them agreed that skills such as reading academic texts, listening to lectures and giving presentations are the most relevant to their study and work and, thus, should have more importance in the syllabus right from the first year. It also appeared that compared to reading and listening, writing and speaking were considered as the most important skills for business students. Moreover, some of the students expressed their dissatisfaction with the English module as they claimed that its content is not beneficial and is not appropriate for the needs of the students in the faculty. The study also reported on the situation of NA studies in the Arab world and stated that little attention is given this approach; a fact also confirmed by Kandil (2009) who reported that the needs of the are seldom or never analysed.

Remache (1992) conducted a research study that attempted to diagnose the English language competency and the communicative needs of postgraduate ESP students in Algeria .It also aimed at identifying the teaching and learning problems in Algerian ESP centres. The study came out with an ESP course proposal that was based and developed on the research findings. The researcher used a questionnaire to analyse both of the students and the language teachers' needs .Though the study main focus was limited only to communicative needs, an effective ESP syllabus was designed based on the findings of the research.

Al-Busaidi (2003) conducted a needs analysis study to investigate the EFL learners academic needs at Sultan Qaboos University (SQU) in the Sultanate of Oman .The study used interviews , email dialogues , and questionnaires ( triangulation approach) for collecting data.The sample of population consisted SQU undergraduate students and language programme faculty members .The study aimed to identify effective and appropriate programme practices to the learners' needs .Based on the obtained results , the study suggested an effective programme that would meet the learners' needs ; a hybrid content –based model must be used to integrate language and college courses .The study also insisted on the cooperation between the language centre and subjects teachers in order to raise awareness about the learners' needs though this was limited only to academic needs and excluded the students' learning and target needs.

Another NA study was carried out by Pritchard and Nasr (2004) in an Egyptian College of technology .The study aim was to help improve third-year engineering students' reading performance .The NA study was also conducted to identify the students' and the teachers' perception to the major required reading skills. Based on the students' and teachers' perceptions and needs, a reading programme was developed and tested with a group of 66 students to evaluate its effectiveness .The finding showed that the programme enhanced the students' reading capabilities. However, the study was confined only to the reading skill and there was no space for the other skills .The data was collected only by one questionnaire administered to students and neither administrators nor teachers were involved in the investigation.

Alqahtani (2011) conducted an NA study at British University to investigate the postgraduate Saudi students' language needs and the impact of cultural variations on their learning behaviour. Both TSA and PSA were employed to understand the impact of culture on learning. The findings revealed that Saudi students have different culture related specific needs

.The study also showed that the students' cultural background may affect their learning process and , thus , it is an important aspect to be considered in their learning progress. Finally, the researcher suggested that more improvements should be made by the British University for Academic Purposes to meet Saudis' 'specific needs' .This might go along with an engagement of the Saudi students to assist the staff with more academic and cultural information needs.

Another example is Samira and Fateme (2013) who conducted a Needs Analysis research at the University of Isfahan –Iran .The study main aim was to discover the learning needs of Iranian students to evaluate the implementation of CLT (Communicative Language Teaching) in the ESP context. For this purpose, two different questionnaires were used as instruments of data collection and were administered to 90 first-year students and 30 university professors' .The results of the data analysis showed that students' learning needs and styles helped in the implementation of the Communicative Language Teaching Method. The study also revealed that the professors held positive attitude towards CLT .Finally, certain factors which restrained the practice of the CLT in ESP classes were identified and recommendations were made to enhance the shift towards CLT initiation.

## **2.7 NA Implication for the Current Study**

As it has already mentioned along the discussion of this chapter, the current study will rely on the PSA and TSA approach to investigate the needs of the political science students (Hutchinson and Waters , 1987).For PSA , the data will be collected from the target community ( teachers of English and political science students ) and will be used alongside the TSA data which will be collected from political science subjects ( content ) teachers to help draw a complete profile picture of students' language needs in the political science department .The two approaches seem adequate enough to set up a clear picture of the target language use settings and purpose and able enough to illustrate the relationship between the students' present an target situations.

Through these two approaches, the investigation aims to discover:

- The political science students' present situation;
- the political science course major teaching components;

And the is the political sciences community target situation which involves:

- Why is the language needed (purpose)?

- Where is the language needed (professional setting)?
- What type of language is needed (genre and register)?

The two approaches will be also regarded as a useful means to identify the students' attitudes, perceptions, and preferences of learning as well as their satisfaction or dissatisfaction with the content of the ESP course, its methodology and its organisation. With regard to the PSA, it can supply the current research with information concerning the students and their learning needs. This might include:

- Reasons for taking English
- Language challenges and capacities
- Preferred skills and activities
- Preferred style of language learning
- Attitudes
- Social activities
- Subject knowledge
- L1 check
- The Teaching environment
- Teacher' s profile ( qualifications and experience)
- ESP course content and pedagogy

As for TSA, the researcher aims to investigate:

- Tutor's perception towards the course
- Teaching materials (mainly printed handouts )
- Classroom language delivery and interaction.

The gathering and the analysis of such data can help the researcher identify the students' needs in relation to their area of study; that is politics and also determine the teacher's empathy and sensitiveness to the learners' fears and needs as a being a factor that affect the students' attitude towards a full interaction and engagement during the English course. PSA and TSA can be also important for newly founded programmes where there might be no well-set syllabus as it is case of the current study ESP course situation.

## **2.8 Conclusion**

This chapter provided the theoretical framework of the current study .In the first section of it, it discussed issues related to ESP such as branches, the ESP teacher role and teaching materials .Then it discussed the relationship between ESP and NA with reference to the NA sub-type and different approaches. The rest of the chapter was devoted to discuss some of the previous NA studies that were carried out in the different world universities and professional centres. The Chapter ended with how the NA selected approaches (PSA and TSA) were appropriate for the present study .The assumption was that gathering from more than one source; the students, the English teachers and the content teachers will give a clear picture of the community's purpose for learning a language .This task can appropriately be fulfilled by the combination of the PSA and TSA approaches.

# **Chapter III**

## **Classroom Interaction and Language Learning**

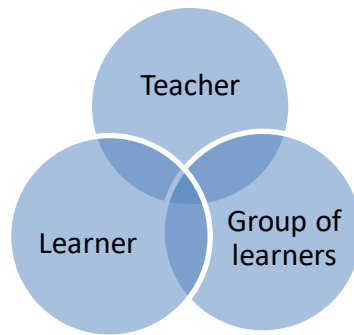
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### **3.1 Introduction**

The purpose of this chapter is to shed light on the classroom interaction issue and its implementation in the ESP course which is the core element of the current study. The first section of this chapter will view and define classroom interaction and discuss the major factors that influence language learning. The rest of the chapter will highlight the role of the teacher in the learners' interaction enhancement and some major interactive strategies used in the ESP classroom context. The discussion will also entail the main challenges that the ESP teacher encounters during the process of ESP course communicative activities development that would promote classroom interaction.

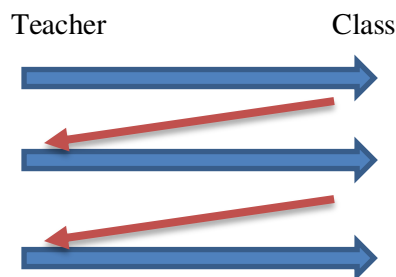
### **3.2 What is Classroom Interaction?**

Various definitions have been given to classroom interaction. Cazden (2000), for instance defined classroom interaction as the activity that allows learners to develop their critical thinking, share ideas and develop their speaking and listening skills. Rivers (1987, p.57) explains the Latin roots of the word: 'agere' meaning 'to do' and 'inter' meaning 'among'. It denotes the action done by the human being affects the other people through interaction. According to Ellis (1990), interaction is defined in the second language learning context as the process in which learners can interact with each other and their teacher and expose different language forms after they are exposed to the target language. By relating interaction to communication, Brown (2001, 165) states, "...interaction is, in fact, the heart of communication: it is what communication is all about". Pinter (2006) sums up these definitions by saying that classroom interaction refers to any interaction that takes place between teachers and learners and between learners themselves. Classroom interaction is also defined as a two-way process between the teacher and the students and between the students themselves in the learning process whereas all these participants exercise a reciprocal influence on each other (see figure 4.1).



**Figure 4.1 : Participants in the Classroom Interaction**

Malmah Thomas (1987, p .Vii) admits that the importance of interaction in the learning process when she states that « *the classroom interaction serves an enabling function : its only purpose is to provide conditions for learning.* ».Malmah Thomas (1988, p.6) mentioned that interaction is more than action followed by a reaction .Indeed , it is about acting reciprocally and acting upon each other .She adds that the teacher having a sound lesson plan for action is only the beginning since things get more complicated when the plan is put into action .What happens in reality is that the teacher’s plan of action evokes some sort of student reaction which would itself react an action evoking a reciprocal reaction in **THE** teacher which would influence his subsequent action along the stages of the lesson and provokes a pattern of mutual influence and adjustment ( see figure 4.2)



**Figure 4.1: Teacher and Class Reciprocal Action and Reaction** (Malmah Thomas,1988. p.07)

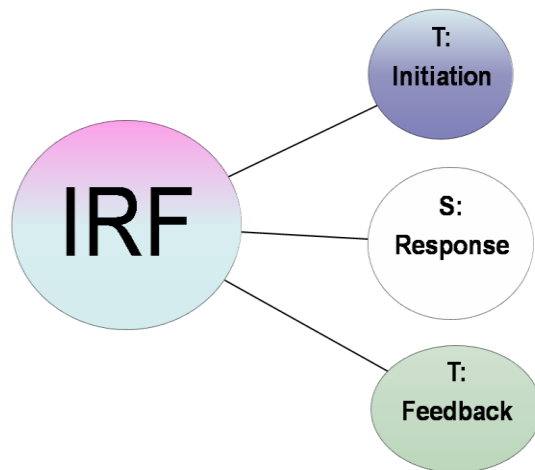
Malmah Thomas( 1987 , p.08) asserts that interaction is a two way process situation that has the potential for co-operation and conflict .In simple words , where there is a conflict between the teacher and the learners , communication breaks down and where there is co-operation between both sides, an effective communication is established. Cazden (2000) provides a deep meaning to classroom interaction when he states that in the language classroom interaction pattern, the role of language extends beyond communication of mere information to the establishment and maintenance of relationships in the classroom. Beside the medium

through which teachers teach, classroom interaction allows L2 learners to demonstrate what they have learnt (Johnson, 1995). Alexander (2000) defines classroom interaction as a complete sequence containing initiation, response and feedback (IRF). The three patterns will be discussed in the following section in details.

### 3.3 The IRF interaction Pattern

The classroom interaction falls in a three part sequence exchange pattern between the teacher and the learner known as the IRF pattern. The IRF pattern consists of teacher's initiation, learner's response, and teacher's feedback on the response including the assessment, correction and comment (Sinclair and Coulthard, 1975). Silverman (1997) describes the conversational exchange in the classroom in the logic order of « *teacher : question ; pupil : answer ; teacher : evaluation* ». For other scholars, such as Nassaji and Wells (2000), the *F* stands for feedback or follow up. Mehan (1979) and Cazden (2001) used the term IRE instead where the last *E* refers to evaluate. In the IRF pattern, the initiation is often performed by the teacher and the student(s) is supposed to provide the response to the teacher's elicitation (Cazden, 2001). The teacher again is supposed to provide feedback for the student(s) response in the last stage of the IRF pattern. In the sequence of interaction, the teacher may provide feedback by using phrases like 'Good', 'That's right' or 'No', 'that's not right' (Hall and Walch, 2002). Being traditionally as the 'primary knower' allows the teacher to give feedback to the student's response and convince the student that this was or not the response that the teacher was aiming for. However and as far the current study context is concerned, the ESP teacher is no longer the primary source of knowledge (see 2.1). Thus, the evaluation of students' response in the ESP classroom may need more talents and flexibility from the ESP teacher where the ELT focus has shifted from the teacher-centred approach to the learner-centred approach (Nababan 1993). Hence, the IRF pattern is an approach that is more common in traditional classrooms where the teacher has control over the topic and pupils' contribution in class (Ruby, 2008). Yet, the IRF pattern can sometimes be initiated by the student who can also have the follow up move (Sunderland 2001); a fact that allows the ESP teacher to cope with newly assumed role of the ESP learner in the context of the ESP classroom. Candella (1999) confirms that the students while undertaking the IRF initiation process can use different tactics to intervene with the teacher's plans. Hence, the IRF interaction pattern allows for a constantly power teacher student initiation exchanging roles (Thornborrow 2002; Manke 1997). We shall discuss strategies for providing feedback along with designed interactive activities that would promote ESP learners interaction in the remaining section of this chapter.

Yet, the new assumed role by the learner in the ESP classroom stimulates our interest to discover what power potential the students exercise on the teacher in the IRF classroom interaction pattern.



**Figure 4.2: The IRF Pattern**

### **The Teacher –Student Power Relationship in the IRF Pattern**

One advantage of the IRF interaction pattern is that it can examine the power of the student in classroom interaction as it can contribute to his or her talk (Sunderland 2001). Moreover, it enables the learners to take on roles as active participants in the interaction, a role that is not necessarily made in the teacher’s plans in the different situations of the classroom interactional exchange. Hence, learners are no longer seen as passive learners (‘vessels to be filled’) who are expected to come up with the ‘right’ answer (Webster and Roe 1998; Webster et al. 1996). A fact that was clearly shown in Candela and Sunderland’s studies claiming that students can take various roles in the IRF pattern and not just the ones previously assigned by the teacher. In this regard, Rampton (2002, p.500), for instance, pointed out that in the teacher-dominated German lessons, the students “*used a range of tactics... to assert themselves as individuals unwilling to submit unquestioningly to the current regime*». Accordingly, Lemke (1990) confirms that the number of the participants in the classroom are likely to shape the interaction in the classroom and change the IRF direction pattern from the planned stream to the unexpected or momentarily break of the classroom interaction. Indeed, the teacher cannot fully gear the students’ interaction as being previously planned since according to Candela

(1999, p.156), “students can break away from the teacher’s control even when the discursive structure has the IRE form”. Candela (Ibid.) argues that the teacher’s plans can be broken by the students by “denying the teacher’s orientation, by refusing to participate, or by defending alternative versions of particular topics” in their response.

Numerous studies tried to analyse the patterns through which the interaction between foreign language learners and their teachers is realised though most of the research done took the teacher’s perspective and some studies only attempted to investigate the power of the student in the classroom interaction. Through a research study that investigated classroom discourse in EFL classrooms in Iran, Rashidi and Rafieerad (2010) aimed to identify the interaction patterns between teachers and students, to investigate the effect of the gender of the teachers and the students on their interaction patterns and to find out whether the interaction was teacher-dominated or student- dominated. The results of the study revealed that the boys were more willing to interact with their teachers than girls. The analysis also indicated that although the classroom discourse took the shape of the IRF pattern where a high portion of the talk was dominated by the teachers, the students did not exchange and sometimes they did not even follow up with their teachers. In another study that took place in Three Gorges University in China , Liu and Le ( 2012) tried to investigate how teachers use language in classroom through a classroom discourse analysis .The paper put under analysis aspects of the teacher’s talk , the structures of the classroom discourse and the questions of the teacher. The findings revealed that the talk far exceeds the student talk with a domination of the IRF pattern on the classroom discourse and larger amount of displayed questions .The study ended with some suggestion for English teachers to enhance students’ talk in classroom. The two authors suggested ,for instance, that excessive teachers talk should be avoided to give more chance to students to produce comprehensible input themselves (Nunan ,1991).They also proposed that the teacher’s concern should be more on asking referential questions that can allow students “to obviously longer, syntactically more complex answers, and get more opportunities to give their own ideas.”

With regard to the student power in the IRF pattern, a thesis study was carried out by Virve (2007) at the Uiversity of JYVÄSKYLÄ in Finland .The aim of the study was to understand the creation of classroom power through classroom interaction and to highlight the student’s role in the creation of such relationship. The study main focus was to show how the student would manage to establish his power with the teacher through a data gathering of four

EFL lessons from upper secondary schools .The study had also a specific concern that is to identify the different strategies and moves used by the student to establish his discursive power in the IRF pattern. The analysis showed that the student used different strategies to establish a powerful relationship in the interaction with the teacher. It also revealed that humour was one important key factor used by both teacher and student to make powerful interactional moves .Moreover, It was depicted that the student was able to change the structure of the IRF pattern to the extent that he managed to make the interaction of the question-answer-feedback structure with the teacher look like a conversation .In more than one occasion, the student was able to made the Initiation in the IRF pattern and raise a new topic to the interaction. Indeed, the student not only resisted to the teacher's plan of discourse actions but often made extra follow up, commented on the teacher's discourse action and introduced new alternative possibilities in the teacher's plans.

The position that student succeeded to gain in the IRF classroom interaction pattern needs to be assisted by other factors that would bring out the utmost of his interactive potentials , increase his engagement to the course ,and improve his language learning skills and abilities.

### **3.4 Factors Influencing Classroom Interaction**

Various factors are seen to influence the students' classroom interaction .These factors are related to the teacher, the student to the course content and the learning context as a whole. With regard to the classroom learning context, Klausmeier (1961) identified six main factors that might affect the teaching-learning processes: "*Learner characteristics, teacher characteristics, learner and teacher behaviours ,group characteristics , physical characteristics of the behavioural setting , and outside forces.*" The behavioural setting refers to the affective, cognitive and psycho-motor activities performed by teachers and learners. Similarly, Gurney (2007) sums up in a range of key factors that may help establish a good learning interactive environment .This includes :

- ✓ *Teacher knowledge, enthusiasm and responsibility for learning;*
- ✓ *Classroom activities that encourage learning ;*
- ✓ *Assessment activities that encourage learning through experience ;*
- ✓ *Effective feedback that establishes the learning processes in the classroom ;*

- ✓ *Effective interaction between the teacher and the students, creating an environment that respects, and encourages and stimulates learning through experience.*

### **3.4.1 The Teacher**

It seems clear that the teacher plays a major role in the classroom interaction process and that important factors influencing his interaction with the students are teacher-centred. The teacher is supposed to create the teaching environment that would stimulate student's interest to interact and learn. Gurney (2007) states that beside the knowledge and enthusiasm to the subject, the teacher is responsible *"for creating a learning environment that will effectively nurture the student's desire to learn and to accept the challenges of thinking and inquiring into all that is offered by the teacher."* According to Gurney, in the creation of such learning environment, the teachers need to challenge the prejudices of the teaching system and be ready to reflect on the nature of teaching to the extent that the teaching environment should reflect their reflective practices in their applied teaching methods and followed procedures. In fact, both teacher and student need to share their knowledge to create this reflective learning environment. When both of them become learners and get engaged to discover the world of the subject, the amount of interaction will increase along with the passion that teacher would have for his subject and stimulate his interest in it. Both teacher and student, the two uniquely engaged in the classroom interaction, are directed by what they think (Wittrock, 1986). The teacher needs to reflect on the students' fears, beliefs, attitudes and conceptions and maintain that as a basis for making decisions in the selection of the teaching materials, course design and action in learning. During the learning the teaching and learning process, the teacher should assume the role of a psychologist who is able to create that supportive learning environment where students are encouraged to take risks and make errors while experimenting the different language forms in the different contexts and registers.

Yet, as far as the research idea is concerned, it might be more useful if more light is shed on the factors that are closely related to the ESP teacher though both EGP and ESP classroom teaching and learning environment context still share common features with regard to the factors that may influence the classroom features. After all, teacher education aims to develop defined competences and a general capacity to deal with settings and requirements that are not fully predictable (Richards and Farrell, 2005 and Widdowson, 1983) and whatever sort of teacher training, it is often dealt with in the context that mainly incorporates associated

elements to language teaching such as classroom management , Lesson planning, giving feedback or effective eliciting or questioning (Richards, 1998 , p. xiv).

### **3.4.1.1 The Teacher's Affective Factors**

The teacher's affective factors have also an influence on classroom interaction and can enhance foreign language learning. Indeed , it was Krashen (1982, P. 31) who prominently raised the issue of learner's psychology and its relation with the learning process by introducing the notion of the *Affective Filter hypothesis* among the five central hypotheses in second language acquisition ( *the Acquisition Learning distinction* , *the Natural Order hypothesis* , *the Monitor hypothesis* and *the Input hypothesis*). Gardner et al (2004) also confirmed that affective factors have a direct influence on language acquisition and achievement. Williams and Burden (1997, p. 28) mentioned that education must focus on developing the affective factors in language teaching .This can be achieved by helping the learner to become a individual who can make sense and construct meaning in his own world. They suggested a model where they depicted the learner as an individual with affective needs and reactions which need to be considered as part of learning. Tooman (2006) supports the author's view when she states that educators must focus their efforts and empathy on the human growth and the integration of the person's mind , body , spirit , emotions , relationships in and outside the classroom. Along with that, other scholars raise the issue of empathy as being an important factor that remains central in the teacher –student relationship and whose application is likely to improve the teaching effectiveness. By definition, the word empathy comes from Greek *empathia*, or 'feeling into' as a term that refers to the ability to perceive the subjective experience of another person (Goleman 2005). Davis (1994, p.57) defines it as "*the tendency to spontaneously adopt the psychological point of view of others in everyday life*" , so it is about 'walking in another's shoes or putting ourselves in another's skin' , that is what the term empathy would exactly mean .Noddings (1986) draw a relationship between empathy and caring which is described as being reactive , responsive and , most importantly , receptive. Moreover , caring is an activity that involves considering the other's of point of view , his needs and his expectations from us .As a matter of fact , it is the teacher's profound empathy and care that provide the right climate for the students' effective learning( Cooper 2002).Cooper views positive empathy as an effective means for student' class engagement improvement in learning , valuing and sharing views. In fact , the empathetic behaviour from the teacher affects the students' degree of behaviour , However , according to Cooper ( *ibid.*) , the learning context can always reveal

constraints that might represent a powerful factor to the teacher's ability to employ his empathy in a way that would best meet his students' needs. As it has already been mentioned, we shall devote part of our discussion to some relevant learning context factors that might influence the students' learning behaviour. Arghode and Lechuga (2011) state that by showing empathy, teachers can establish a strong feeling of attachments to their students and, thus, "*can create bonds which nurtures cohesiveness.*" They also confirm that the teacher's empathy can provide the students with a supportive learning environment; a fact that "*encourages them to participate, without hesitations, in classroom.*"

Similarly, Wang (2005) believes that educators should help the learners develop their self-awareness as a whole individual who understands others and sensitive to human feelings and emotions and as an active student who is involved in learning and the way learning is taking place. Researchers have also mentioned the element the effect of *immediacy*, defined as "*that communication which enhances closeness to one another*" (Mehrabian, 1981, In Sanders & Wiseman, 1990). It indicates strong relationship which can have a positive effect on the students' affective outcomes (Gorham & Zakahi, 1990; Sanders & Wiseman, 1990; Powell & Harville, 1990;). With regard the affective factor in ESP classroom, Stern (1992) mentioned the *affective objective* among the four types ESP teaching objectives that include *proficiency*, *knowledge* and *transfer*. According to Stern (ibid.), *proficiency* refers to the mastery of the four language skills: reading, writing, listening and speaking. *Knowledge objectives* entails the acquisition of linguistic (the systematic analysis and awareness of language aspects) and cultural information (control of socio-cultural rules). *Transfer objectives* refer to the ability to generalize from what has been learned in one situation or another. The *affective objectives* concern is to develop positive feelings towards the subject of study.

#### **3.4.1.2 The ESP Practitioner**

However, the ESP teacher has other things to worry about with regard to the specificities of the teaching and learning environment he is involved in since despite the fact that the subjects of specific content, such as politics in the present study, tend to attract the more and more number of students, the linguistic demands of the discipline seems to be an obstacle for these students. In this regard, Dudley-Evans and St John (1988, p.1) state that ESP has sometimes moved away from trends in general ELT in the sense that the main concern of ESP has always been, and remains, with needs analysis, text analysis, and preparing learners to communicate

effectively in the tasks prescribed by their study or work situation. Identifying the students' needs remains one factor that would enhance students' interaction in the ELT settings in general and in the ESP classroom in particular. As it has been discussed in chapter two, Hutchinson and Waters (1987) described ESP as an approach to language teaching that is based on the learner's reasons of learning. Eventually, the term reasons cover sub-concept that include wants, needs, and all factors that may affect the way learners learn (subjective needs). Hence, Restrepo (2000) explains that for successful learning teachers in such specific content areas need to do a self-examination to their daily in order to adjust it to a way that would respond adequately to their working environment, the needs of their students and their sociocultural agenda. Identifying the students might be depicted as a challenge for ESP teachers, yet on the other side, students are more attracted to study ESP because they are based on their needs and they are highly motivated to learn about topics and texts that are related to their field of study or work.

Besides, ESP teachers might use other strategies to promote the students' classroom interaction. Previous research into ESL classroom interaction has shown, for instance, that teachers highlight the most appropriate language used form in terms of general academic or discipline-specific register (Gibbons, 2002, p. 4). Along with the use of the specific terminology and in a study that aimed to investigate how two psychology professors made their subject content more comprehensible to non-native speaker students, Wesche and Ready (1985) found out the two professors used more self-repetitions and rephrasing, particularly for each newly introduced concept. In a similar study area, Basturkmen and Shackleford (2014), undertook an investigation with students in the Department of Accounting in Zealand. Before undertaking the study, the two researchers mentioned that their keen interest was to understand how the accounting teachers manage to help their students with language in their teaching. After eight recorded teaching hours, the results revealed that the two content lecturers often used vocabulary-related episodes while teaching after they already assumed that their students did not have a full understanding of the technical vocabulary being used; a fact that urged them to take a step to help their students with vocabulary.

Another factor that may affect the ESP students' class interaction might be related to the selection of the teaching materials and the degree of appropriateness with the students' needs and interest and their authenticity. We shall leave this aspect to be discussed with the context factors influencing classroom interaction. After having viewed the main related – teacher factors that might affect the classroom interaction, we shall highlight major aspects

related to the student behaviour and that might affect his interaction in ELT classroom in general and in ESP context in particular.

### **3.4.2 The student**

A language learner is required to speak and listen to other learners and to interact with the language course teacher as well to develop his communicative language skills. This can be achieved by the participation in a variety of real purposes' interactive activities in the different class stages .During the classroom interaction process , diverse factors might affect either positively or negatively the student' s learning behaviour. This covers mainly 'unobservable' factors that play a role in shaping the classroom interaction such as, "*Teachers' and learners' psychological states, including their beliefs, attitudes, motivations, self-perception and anxiety, learning styles, and cultural norms, which are considered effective factors in shaping classroom interactions*"(Tsui, 2001).Here is a description of the some common factors that might influence the student's interaction in a language class.

#### **3.4.2 .1 The Learner's Anxiety**

Defined as "*a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system*" (McIntyre & Gardner, 1994) , anxiety is considered an influential factor in language learning. Anxiety is known to be an psychological intrinsic motivator since it stems from the learner own ' *self* ' (Schwartz, 1972; cited in Scovel ,1991) which involves his perceptions about him or herself and about others ( mainly classmates and teachers), his or her beliefs about foreign language learning and its relevant communication situations .Anxiety is seen as factor that can affect negatively the student's classroom interaction and performance since it impedes the speed of the foreign language speaking and learning process. Anxiety which is often the result of the lack of or insufficient command of the target language (Sparks and Ganschow; cited in Horwitz, 2001) has signs that can be manifested in the learner's behaviour .These signs include :*blushing , rubbing the palms , perspiration , staggered voice , reluctance , poor performance in spoken activities , less willingness to speak , less interpretiveness , less eye contact , reading from the script while giving presentation, either too fast or too slow speed of speech* ( Hashemi and Abbasi , 2013) .

Jones (2004) confirmed that reasons behind learner's anxiety are owed to some cultural reasons. Hashemi and Abbasi (Ibid.) mentioned that « *achieving native (L1)-like pronunciation* » is a real source of anxiety for language learners who also blamed the classroom strict and formal environment for being another cause of their language anxiety especially with teachers who still adopt traditional teaching systems where learners are constantly asked to practise drills and repeat like machine-contrived utterances ( eg. audio-lingual teaching method ). The insufficient command of the target language (Sparks and Ganschow; cited in Horwitz, 2001) might also be another cause that leads to language anxiety. A detailed investigation to other learning factors that may cause language anxiety such as the social status of the learner, the teacher-learner relationship and gender could potentially minimize anxiety in the classroom setting (( Hashemi and Abbasi, ibid.)

With regard to the aims of the current study, reticence and anxiety have rarely been explored in ESP content-based courses where interaction and, thus, learning may be more challenging as the students feel more anxious and less willing to participate in classroom activities (Jackson, 2001, Flowerdew et al., 2000). Jackson's (2001, ibid.) investigation made in Hong Kong University on a case-based teaching and learning study revealed that most students, though being aware of the benefits of classroom participation, failed to be involved in an active classroom interaction and discussions. Though some students made some contributions, their speech tended to be short. The interviewee attributed this fact to a set of reasons which include '*Lack of vocabulary, unwillingness to challenge professors, fear of losing face, personality, fear of speaking, lack of familiarity with the cases, habit formed in the past learning, preference for harmony, reluctance to be the centre of attention, anxiety and lack of incentive*'. (Liu et al. 2010)

On the contrary, the active students confirmed that their participation was due to their confidence, their outgoing personality and their strong willing for self improvement. On the contrary, the active students confirmed that their participation was due to their confidence, their outgoing personality and their strong willing for self improvement. The powerful effect that the language anxiety can have on the students' classroom interaction and on their language learning in the specific area of ESP was confirmed by the investigation carried out by Liu et al. (2010) with 24 Chinese university ESP poetry undergraduate students and their course teacher. The data which was collected via survey, observation and semi-structured interview revealed that part of the students were unwilling to interact as that the majority were anxious when presenting English in the front. They were also unwilling to take risks and get involved

in class discussions though they felt less anxious when using English in interpersonal interactions. A range of factors that contributed to the students' reticence and language anxiety was identified. One of the causes was owed to the fact that some students did not have any ideas to discuss since they were not familiar with poems and poets. Though some students had a high proficiency in English, they did not feel comfortable about their spoken English which was a great factor for their unwillingness to participate in the poetry class. One of the students explained that this reticence was due to the amount pressure that the students whose English is fluent exercise on those who are not fluent in English. Hence, it was, in fact, competition that drove students to feel anxious and less involved. Again it was probably because of competition and fear of making mistakes and, thus, bad impression on the teacher and peers.

### **3.4.2.2 The Learner's Motivation**

Motivation is also considered as an unobservable factor that has an influence on the students' classroom interaction. Most teachers agree on the importance of motivation for students to take ownership of successful language learning. Hall (2011) considers motivation as a key factor to accomplish any activity. According to him, "*It is difficult to imagine anyone learning a language without some degree of motivation*". Similarly, Loewen and Reinders (2011, p.119) define motivation as "*a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity*". Dornyei (2014, p. 20) depicts it as the driving force for the long-term second language learning process and mastery and that "*the learner's success will largely depend on the level of motivation*".

Yet, our main concern is to depict the relevance of the aspect of motivation to the ESP classroom learning; the current study target theme. This would start with Melendy's (2008) definition to motivation which he describes as a process that starts with a need that shapes a behaviour that lead the individual to achieve a determined goal. Hence, language learning motivation is enhanced with the presence of a need and a goal to be fulfilled; two basic key features of the ESP classroom learning process. One of the important task for an ESP teacher is to identify the learners' needs to set long term course objectives. This can be achieved by the NA approach; a concept that was lavishly explored in the Second Chapter of the present study, through Target Situation Analysis (TSA) and Present Situation Analysis (PSA).

Stevens (1988) lists four reasons that make the ESP courses motivating for the student:

- The fact that it focuses on the learner's needs , they waste no time;
- they are relevant to learners;
- they are successful in imparting learning;
- they are more cost-effective than General English courses.

Liuoliene and Metiuniene (2006) also found a direct relationship between the learners' motivation and their needs and wishes, thus they insisted on understanding the learners' needs before instruction. Similarly, Chambers (1980) pointed out that the pupils are likely to lose the point of the activity suggested to them when they fail to see the relationship between the activity and the world in which they live.

As a distinction is made between extrinsic (outside demand that requires the achievement of a particular goal) and intrinsic (internal form of motivation) motivation, researchers have also distinguished between motivational personality traits and situation- or subject-specific motivation (Boekaerts & Simons, 1995). For the sake of the present study objectives , the focus will be on the latter of the two . Boekaerts and Simons (ibid.) define the subject –specific motivation “*as an organized structure of values, attitudes and conceptions a student has toward a specific subject or knowledge domain*”. According to den Brok et al.( 2005) , researchers have ended up with four interrelated elements of subject –specific motivation .These include : “*pleasure (or enjoyment) students experience in lessons of a subject; the relevance of the subject (for future work or other subjects and domains); the confidence students have in learning and achieving for the subject; and the effort they put in or interest they have for the subject*”( Brok et al 2005).

Though they seem to be different elements that can exercise separate distinctive influence on the learner's language learning process in class, they all would converge to consolidate the motivation factor. With regard to the ESP course motivation, students are naturally motivated to learn the English language when it is the useful means to study the subject course and when it is directly related to their professional needs .i.e in the ESP language learning context, students would never see to learn a subject separated from the language of that subject .In this regard, Ushioda (1998 ,p.83) points out: “*....the language learner, unlike the researcher, seems unlikely to perceive the motivation for language learning to be wholly independent of the motivation (or lack of motivation) for other areas of learning .*”

Although various studies have been conducted to investigate the students' motivation in the area of EFL, little attention was awarded to the area of ESP. Walid Emad Ali (2014) carried out an MA thesis at Mansoura University in Egypt. The study relied on 4-point Likert scale questionnaire, multiple-choice format scales, open-ended questions, and a semi-structured interview to collect data from the 517 participants who were non-English majors registered in undergraduate ESP courses. The aim of the study was to investigate the type and the degree of motivation that the students have when taking an ESP course. The study also aimed to explore whether students' academic disciplines affect their motivation and attitudes toward ESP courses. The results of the study showed that the students were motivated both extrinsically and intrinsically as that they were highly motivated with a deep interest towards ESP course. Yet, the students' responses revealed other factors that had a negative influence on their attitudes towards the ESP course. These include unrelated course materials, inconvenient course schedules, lack of incorporation of educational technology into classroom instructions, poor teaching methods of the professors and instructors and the whole learning environment.

Katsara (2008) carried out another investigation with ESP Greek students at the Department of Business Administration of Food and Agricultural in the University of Ioannina. The study aimed to collect information concerning the issue of motivation within the ESP course context. The data which was collected from the 92 questionnaires administered to the students of the department, indicated that the Greek students' orientation is characterised by performance rather than by learning goals. Moreover, external reward such as good marks seem to be a motivating source for the students' motivation to study. The study ended by suggesting some educational implications for a significant communicative ESP course. One of these implications is the poor relationship between the teacher and the students can have a negative effect on the students' motivational attitudes towards the ESP classroom. Hence, one essential role of the teacher is to develop a close rapport with the students by creating a supporting environment.

In addition to the teacher and students' related factors, contextual factors are likely to influence the students' classroom interaction and can, thus, have a significant impact on language learning outcomes.

### **3.4.3 Contextual factors**

A number of studies have mentioned that there is also a direct relationship between the institutional, social and physical setting and the students' course involvement and classroom

interaction (Shavelson & Stern, 1981; Freeman, 1993; Johnson, 1996). Such contextual factors might include large classes, student's discipline, the teaching materials, the students' different level of proficiency, the student's resistance to the new methods of teaching, examination pressure, curriculum learning objectives, and a shortage of resources (Yang, 2015). Hence, before starting the course, the language teacher should explore 'the territory' of the students' learning context. This entails providing answers to questions like:

- Who are my students ?
- What do I want them to learn ?
- What tools do I have at my disposal ?
- What circumstances will affect the way I deliver the course ?
- What the characteristics of the learning environment (staffing, resources, facility, and time) ?
- What are the content considerations ?
- What are the characteristics of the learners and the language status ?

Finding appropriate answers to these questions will help the teacher to set up the goals for an effective learning environment.

One important feature that helps keeping the learning environment highly interactive is the potential of creating changing classroom structures that would fit to frequent newly adopted classroom management systems (Paul et al., 1993). Indeed, foreign language learning is in itself a distinct process from other school subjects because it is influenced by social factors, including attitudes, cultural stereotypes and geopolitical considerations (Robert Gardner, 1985) that would altogether shape the classroom context. The learner's attitudes towards the English language learning and the response to it is one of the various factors that might have a negative influence on the EFL learning process. With regard to the political science students involved in the current study and their attitudes to the English course, it appears that most students are not usually motivated to attend the English course for a variety of reasons. One of which was owed to the little importance granted to the English module in the curriculum in terms of the teaching hours and the granted coefficient. Furthermore, the students admitted that they do not see a relationship between the course content and their career after graduation. Consequently, they feel demotivated and less cooperative in the classroom.

The choice of the topic and the students' lack of vocabulary seem to be another obstacle that is preventing students' classroom interaction. With regard to the EFL teaching in the Algerian context, a study was carried out by Idri (2014) where she investigated the reasons behind the failure among Algerian students advanced learners in their class oral communication. The study which was conducted with ten teachers in the department of English at Bejaia University and sought to identify their evaluation to the BA students' oral communication skill revealed some interesting findings. The teacher admitted that the students lack sufficient time and opportunities to practise their English in classroom due to overcrowded classes. They also lack the diversity in terms of content and choice of the topics; a fact which puts limits to their English vocabulary repertoire and reduce their exposure to real-life situation context. Moreover, teacher seemed to be preoccupied with correcting students' grammar and pronunciation mistakes rather than developing their vocabulary and their communicative competence. The teachers also mentioned that the students are deprived of the out-of-class English speaking support beside having no exposure to native English since there is no contact with native speakers. The findings also revealed that the students have a limited vocabulary which prevent them from keeping their communicative act on beside their desire to rapidly communicate their messages without concentrating on the language items they are using when they communicate. The study ended by suggesting a range a teaching techniques and pedagogical implications that would enhance the students' speaking skill. These entail providing the students with a broader-knowledge about the English speaking countries culture and provide them with a variety of real and appropriate life instances of communicative contexts. Furthermore, when correcting students' mistakes, teachers should give more importance to fluency and the communicative competence development and should develop tasks and oral activities taking into consideration their students' needs and level of interests.

### **3.4.3 .1The Classroom Facilities**

The availability of the classroom facilities including visual aids and technological equipments might also have a direct effect on the students' classroom interaction. Thus, the integration of such technologies by the language teacher in the EFL classroom becomes a fundamental issue. Indeed, many educationalists have pointed out to the useful pedagogical effects that the use of the technological tools in education can have of the learning environment. Brushet et al.(2008) have stated that student use ICT (Information and Communication Technology) as a tool to discover learning topics, solve problems, and provide solutions to the problems in the learning process. Other scholars such as Chai et al.( 2010) have mentioned that

ICT can produce a creative learning environment by providing students with creative solutions to different types of learning enquiries. Fu (2013) has also seen that ICT enables learners to

*“... all types of texts from beginning to advanced levels with ease through computers, laptops, personal digital assistants (PDAs), or iPads. More specifically, these e-books may come with some reading applications, which offer a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition, and more. Therefore, ICT involves purpose designed applications that provide innovative ways to meet a variety of learning needs.”*

Koc (2005) went beyond the classroom context when he stated that ICT can help students to *“communicate, share, and work collaboratively anywhere”*. Teleconferencing classroom, for instance, can bring students from all the over the world to gather for a topic discussion .This may inspire them to explore new concepts and find solutions to new emerging issues.

The incorporation of the visual aids in EFL classroom teaching has proved to be a useful tool in enhancing students’ motivation and interest towards the course. In recent years, teachers and material designers have started to use the different types of instructional media such as slides projector, type recorders, language laboratory, ect.. to increase students’ classroom interaction

### **3.4.3.2 The Textbook**

Like the other teaching materials and visual aids, the textbook should facilitate the teaching and the learning task for both teachers and students respectively. Not just that it should be adapted to meet the students’ needs but it seems necessary that any textbook should be more appealing to the students’ tastes and level of interest. Generally speaking people need something to talk about , thus , textbooks should incorporate topics and communicative purpose tasks that should stimulate students’ interests and enhance their interaction. According to Scarino and Liddicoat (2009), any teaching material that aims to enhance the students’ classroom interaction should involve the ability to use language as a starting point to generate ideas, responses and interpretations through interaction .It should also involve seeking opinions, reasoning and deeper complex understanding by probing responses, drawing out, analysing and building on personal experiences. Most importantly, the participants are asked to get engaged in open dialogues in which they have opportunities to explore their own perceptions and

understandings. Eventually, the language use should focus more on developing language abilities to meet interactional needs rather than limiting interactional opportunities to current language capabilities.

And because interaction is purposeful (Scarino and Liddicoat ; *ibid.*), ESP textbooks designers can benefit from the advantage of texts' authenticity feature in ESP classes. As it has been mentioned in 2.4, authentic materials enhance ESP learners' motivation, yet; the ESP teachers need to edit such books from time to time to enable their learners deal with it as a comprehensible input. However, teachers should be careful when adapting any selected materials and texts since some studies showed that students' interaction is better attained on complex texts rather than contrived and simplified ones. In a study carried out on Japanese students, Ellis et al. (1994) confirmed that the students of English reached a high level of comprehension and vocabulary acquisition when they deal with complex texts than when being exposed to premodified version of texts without interaction opportunities. VandenBranden (1997) in a study carried with upper primary school, identified three elements that could influence the text comprehension and, thus, students' interaction: “(a) *reading the original (complex) text, (b) reading a premodified version, (c) reading the original text with opportunity to discuss the text with a peer, and (d) reading the original text in a group of pupils with the researcher present and opportunities for interaction.*” Being the only class manager, the teacher has a crucial role of making the correct use of these elements in a way that would enable him adapt the authentic texts to the different students level of language mastery by constantly varying texts (Gilmore , 2007). The ESP practitioner needs also to adapt the ESP texts according to the students' pedagogic needs and implement them in a teaching syllabus built on tasks of communicative purposes. According to Peñamaría and Benavent ( 2011) , such tasks should be backed up by realistic contexts that aim to produce an immersion environment .They also stated that the selected tasks can be part of teaching materials that can benefit greatly “ *problem-solving, project-based learning, case based learning, role-play, and simulation and gaming methodology.*”

With regard to the current study students' learning situation, Although most classrooms looked equipped with some useful visual aids (one data show at least in every classroom), the target groups' language teachers give little attention to incorporate them as teaching tools. Besides , and since no official textbook is there , teachers tend to print texts of political science

concepts and vocabulary and work on them with their class students. This would eventually create an extra challenge for a full classroom interaction achievement.

### **3.5 ESP Classroom Interaction and the Language Teaching Approaches**

Teachers often resort to use different teaching philosophy and approaches that would determine the type of classroom interaction they tend to employ. Some teachers encourage the students' native language in order to teach English through what is known the grammar translation method. Though most teachers do not strictly follow one method or strategy to create one effective classroom interaction, it is commonly believed that students will not learn to produce a language without being exposed to both grammar and vocabulary of the target language.

Before shedding light on the main language teaching approaches and methods , these three concepts , approach , method and technique need to be reviewed and clarified .Edward Anthony ( 1965 as quoted in Miliani 2003 , p.20-24) defined these terms as follows:

*“**Approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught ....*

*"**Method** is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.... "*

*"**Technique** is implementational - that which actually takes place in a classroom.... "*

The Grammar Translation Method, the Audio-Lingual Method , the Communicative Approach and the Interactionists' Theory and their relation to language classroom interaction are major teaching methods that are to be reviewed in the forthcoming sections .By all means these are some methods among other universal aspects teaching theories and methods that deserve to be investigated as well , yet more emphasis was on the theories and approaches that have already dealt with in the EFL Algerian teaching context and that have close relationship with language classroom interaction.

### **3.5 .1The Grammar Translation Method**

Also called alternatively the Classical Method to language teaching, the Grammar Translation Method (GTM) advocates more the knowledge of grammatical rules, the memorisation of vocabulary and the translation of texts. Being adopted as the chief method for teaching foreign languages in the eighteenth and nineteenth centuries, the GTM gave little emphasis to the oral side of learning and gave more importance to the practice of written exercises and to the development of the students' reading proficiency in the target language. The GTM was founded on major characteristics that Richards and Rodgers (1986) summarised as follows :

1) - More focus should be on reading and writing; little or no attention should be given to speaking and listening.

2) - Little or no attention is paid to pronunciation.

3)-The target language should be actively used in the language class.

4)-The vocabularies are learnt in the form of isolated lists via the reading texts.

5)-Little importance is given to the content of texts: more focus should be on the understanding of the grammar of the language.

According to Richards and Rodgers (1986), this method does not allow for a real enhancement of the students communicative skills' development. The teachers who use the Grammar Translation Method seem to perform the traditional authoritative role who know everything .The students are exposed to grammar rules and examples deductively , memorise them and use them eventually in examples of their own. The GTM seems to be a teacher-centred method where little importance is given to classroom interaction .In fact, most of the classroom interaction in the GTM approach is from the teacher to the students with little student initiation and student-student interaction. The students are also tolerated to use their mother tongue as a means to translate the grammatical rules and the vocabulary of the target language.

With regard to the target study English language teaching and learning situation, the English teachers of both undergraduate and postgraduate students' level seem to apply much of the GTM characteristics in their language classroom teaching process. The teachers tend to devote time to the grammar and political vocabulary with the use of the students' mother tongue sometimes (Arabic).Teachers also often set out reading comprehension questions to political texts where students are asked to find either antonyms or synonyms to a set of words.

Moreover, Students are exposed to grammar lessons where rules are presented with examples then they are asked to apply the assimilated rules to some other different examples. Eventually, along with reading comprehension texts, the students are given short passages with missing words and asked to fill in the blanks with new vocabulary or grammar items. Such selected tasks are all teaching activities that are closely related to GTM method.

### **3.5 .2 The Audio-Lingual Method:**

Based on Skinner's behaviourist theory, The Audio-Lingual Method (ALM) came as an aftermath of the success of what is known as 'the Army Metho'; as set of intensive language courses which were provided to the US army after World War Two. The ALM which was adopted as a new methodology in the 1950's is an oral based approach the enhancement of the students' speaking and listening skills using dialogues and oral drills.

According to Miliani (ibid , p.13) , this approach attempted to answer two questions. "*What is language?*" *And, how do people learn languages?*" Richards and Rodgers (ibid.) summed the characteristics of the Audio-Lingual approach in the following :

- 1)- There is little focus on the explanation of grammar rules which are often taught by inductive method;
- 2)-mimicry and memorisation of phrases is favoured and more importance is given to pronunciation;
- 3)-communication is enhanced by small classes of usually 10 persons with much use of tapes, language laboratories, and visual aids;
- 4)-dialogue form is the basis of new material presentation and little attention to vocabulary which is learnt in context;
- 5)-speaking the target language goes first and students are encouraged to produce error-free sentences;

The Audi-Lingual approach is considered to be ultimately teacher-centred when the teacher assumes the role of the teaching process director and the first model of language instruction. Richards and Rodgers (2001, p. 62-3) sums up some of the main roles to be performed by the teacher in the Audio-Lingual approach in the following:

1)- He manages ( introduces and directs) the four skills : listening, speaking, reading and writing;

2)-corrects his students' mistakes and elicit correct responses;

3)-uses a variety of drills and exercises to keep the flow of learning.

On the other hand, seen as "*organisms that can be directed by skilled training techniques to produce correct responses*" ( Richards and Rodgers , 2001, p.62), the students are drilled to repeat what the teacher says to learn the accurate structure ( most often without understanding its meaning) and not allowed to initiate interaction; a fact that hinders learning.

Although grammar received little effort and time and speaking gained more areas of practice and importance in the Audio-Lingual approach; classroom interaction was hindered by the automatised drills and memorised sentences that students were ultimately drilled on in the Audio-Lingual method.

### **3.5 .3 Communicative Language Learning Method**

Compared to the previously mentioned methods and approaches, the communicative method seems to have more “fans” among nowadays language teachers. According to Richards (2006), “...*the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention “communicative” as the methodology of choice*». However , the word “ communicative” would have different meanings in the teacher’s actual classroom language teaching practice . Hence, Richards (Ibid.) wonders about the varied explanations to the word “communicative” given by those teachers , “*Does communicative language teaching, or CLT, mean teaching conversation, an absence of grammar in a course, or an emphasis on open-ended discussion activities as the main features of a course? What do you understand by communicative language teaching?*”

The approach came as a result of the criticism made to the Structuralists whose views left the learner unable to communicate adequately. Hence, the approach advocators are more concerned with the learner’s linguistic development. Indeed , the learners under this approach are asked to communicate effectively through language and go beyond the language grammar and vocabulary learning. According to Wilkins (1976, p.19) ,

*"The advantage of the notional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors. It is potentially superior to the grammatical syllabus because it will produce a communicative competence and because its evident concern with the use of the language will sustain the motivation of the learner".*

Communicative Language Teaching was coined the around the term *communicative approach* as opposed to the concept of *grammatical competence* .Richards (ibid.) defines the grammatical competence as the ability to produce grammatically correct sentences in a language .This includes the knowledge of building *block of sentences* (parts of speech, tenses, phrases, clauses, sentence patterns).According to Richards ( ibid.) , Although the grammatical competence is an important requirement for language learning , it does not allow the learners a successful and meaningful language communication ; a language dimension that was understood by the communicative competence that entails the following language knowledge:

- *“Knowing how to use language for a range of different purposes and functions;*
- *Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication);*
- *Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations);*
- *Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies)”*

(Richards, ibid.)

With regard to classroom interaction, the CLT (Communicative Language Teaching) viewed learning ultimately as the result of interaction between learner and the users of language who collaborate through purposeful interaction and create meaning through appropriate language use ( Richards, ibid.).The CLT advocates believe that language learning is best facilitated through classroom activities such as role plays, pair and group work activities and project work. Nevertheless, after attending some of the English lessons with the political class

students, I have noticed that they still stick to traditional formats that focus more on the mastery of different grammar items through controlled activities and practice.

### **3.5 .4The Silent Method**

Originated by Dr.Caleb Gategno, the silent method originally viewed as a flexible way of teaching based on the belief that all human beings have cognitive capabilities for self-learning. According to Richards and Rodgers (1986), the method is summed up in the following principles:

- “1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned;*
- 2. Learning is facilitated by accompanying (mediating) physical objects;*
- 3. Learning is facilitated by problem solving involving the material to be learned.”*

As the term can plainly refer to, the teacher should remain silent as much as possible in the Silent Method to encourage the learner to produce as much language as possible. The Silent Way adopts a teaching method based on a ‘building blocks’ approach where the teacher undertakes introducing the new idea then the class use of the structure until it is clearly assimilated. Yet, the teacher can intervene to add new sparingly to keep the students’ communication going on in way that can enable them incorporate the added items in the existing stock of language.

Under the Silent Way, the learners’ responsibility and autonomy are developed through discovery-learning procedures. The method is close to the learner-centred approach where the teacher remains silent in most of the lesson phases and assumes the role of the stimulator.

With regard to classroom interaction, in the Silent Method the interaction is limited to the interaction between learners themselves rather than the learners and their teacher. They are encouraged to co-operate with each other to solve language problems. One advantage in the Silent Way is that errors are tolerated and learners can experiment each time new possibilities with language. Interaction with the teacher happens sparingly in the few times of his modelling or in case he asks the learner to repeat the structure in mime.

Though little literature is depicted around Silent Way; a premise that may suggest that the Method is not of much significance in the area of foreign language learning, the method can lead to useful techniques such as problem solving that help consult the student's understanding and his or her level of intelligence.

### **3.6 Classroom interaction Future Developments and Challenges**

Many teachers do much to improve their students' language classroom interaction with the belief of its importance in the enhancement of their learning process though some of them still pay little attention to classroom interaction in their education programmes (Walsh, 2006). Walsh (2014) confirms that the classroom interaction will only improve if teachers manage to understand the local context. This comprises the learners' learning environment, the language status, the learning objectives, the availability of teaching materials, ect... .

The second challenge that teachers need to cope with is the one related to Classroom Interactional Competence (CIC, Walsh, 2013). Indeed, interactional competence levels vary from one teacher to teacher and from one context to another. Competent teachers are those who manage interaction in such a way that maximise learning opportunities while others are not very adept at interaction management as they might use strategies that may impede opportunities for learning (Walsh, 2002).

Walsh (2014, 31) defines CIC as "*the teachers and learners' ability to use interaction as a tool for mediating and assisting learning.*" With regard to the teachers, this can be achieved in a number of ways. First, they need to establish that language use and pedagogic goals work together to exhibit an important feature of CIC. Besides, the CIC involves the appropriate management of the extended wait time (allowing the appropriate amount time after asking each question). This needs to be assisted by the teacher's scaffolding such as introducing a new vocabulary or a new phrase when needed.

According to Walsh (ibid.), one important challenge that may face teachers in the future is the need to understand the relationship between classroom interaction and classroom methodologies. To accomplish such a task, teachers provide answers to questions such as "*does the task-type affect interaction? What is the consequence for learning? How might more effective management of classroom result in a more engaged, more dialogic type of learning? And what do we know of the importance of interaction during feedback following a task?*"

With regard to the challenges that learner might face and perhaps the most difficult one as depicted by Walsh (ibid.) is what new possible role learners need to play in the classroom discourse. In this regard, Walsh (ibid.) states that the learner needs to perform an equal role with the teacher instead of just answering questions , responding to cues , following teacher's initiative , and all other common students' interactive tasks in most content-based subjects. Hence , learners in future language classroom *need to both ask and answer questions , to interrupt where appropriate , to take the initiative , seize the floor , hold a turn , and so on*" ( Walsh, ibid).

### **3.7 Conclusion**

In this part of research, more light was shed on important aspects related to classroom interaction for EFL students in general and with ESP learners in particular .This swept over relevant issues such as the major components of the classroom discourse ( the teacher , the student , the learning context) and the IRF pattern .The discussion moved on to depict the factors that may affect the classroom interaction which covered the teacher's affective factors , the students' motivation and anxiety and contextual factors .The chapter ended by shedding light on the relationship between teaching methods and classroom interaction. Eventually, it was interesting to expose some of the possible challenges that both teachers and learners may face and need to cope with in the future classroom interaction context.

# **Chapter IV**

## **Research Methodology and Design**

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

This chapter discusses the methodology employed in this study. The discussion starts first by providing the research questions of the study .Secondly; I shall mention the mixed methods employed for this study for data collection, the rationale of the choice of these methods and a description of the analysis procedures. Along with the description of the data analysis methods used in the study, part of the discussion will be devoted to triangulation, the validity and credibility of the research methods I used. In the process, the research instruments applied in the study are presented. These include mainly questionnaires and interviews. This chapter also involves a discussion on the participants and the context of the study.

#### **4-2-Rationale for the study and research questions**

The main aim of this study is to discover the attitudes of the political class students to the English course in the Faculty of Law and Political Science. This involves an investigation in their needs and perceptions towards the English course, and the main challenges that face the teacher of the English when raising the students' interaction towards the English course. In order to provide a full understanding of the aims of the study, the following research questions were generated:

1. What are the academic English language learning needs of the Algerian political science students?
2. What attitudes and perceptions do political sciences students hold regarding their English course?
3. To what extent are political students aware of the importance of the English Language course presence in the political science curriculum?
4. To what extent do the actual English course content and lessons' delivery satisfy the students' expectations?
5. Are teachers aware of students' expectations, beliefs, identities, anxieties and needs to the degree that make them adapt their sessions' learning outcomes, planning and delivery for a more interactive class?

6. What do political science content teachers want from an English Language course design, practice and implementation in the political science department?

The research questions' shaping were developed with reference to the literature concerning the students' learning context, as discussed in Chapter One, and also the ESP approach, highly distinguished by its awareness of needs (Hutchinson and Waters 1987), discussed in Chapter Two. The research questions were also shaped according to the Needs Analysis (NA) present and target situation approaches with relevant key concepts (necessities, wants, lacks, aims)

The first two questions explore the needs of the students before graduation concerning their difficulties encountered in English learning and their attitude to the English course with the aim of conducting a present situation analysis starting first with the students' learning background and their biographical information. The third and the fourth questions investigate the importance of the English course implementation in the political science curriculum, the materials, the methods and the activities that the English course syllabus entails. It will involve investigating the course aims and objectives, the teachers' qualifications, their teaching experiences and their attitudes towards the ESAP approach to course implementation. The fifth question explores to what extent the teachers of English are ready to adapt their teaching methods in a way that would suit their students' level of interest and motivation, match their actual needs and raise their amount of interaction in class. .Indeed, interaction is one the key parameter that Munby (1978) specified to describe one particular communication needs. .The last question goes beyond the English class sphere to explore the opinions of the political science teachers, their expectations of the implementation of the module in the Department of Politics and the benefit it can have on the level of the students' English language proficiency and on political science curriculum outcome in the first place.

### 4-3 The Research framework

Table 3.1 sums up the current research framework:

	<b>The students</b>	<b>The teachers of English</b>	<b>The content teachers</b>
<b>Dimension</b>	-Who are the learners? -What are their needs and attitudes?	-What are the teachers 'qualifications and experiences? What degree is their motivation? -What course objectives are set?	-What are the political science teachers' expectations from an English course?
<b>Data</b>	Questionnaire  Observation	-Questionnaire -Interviews -Observation -Documentation	Questionnaire
<b>Analysis</b>	-Statistical -Interpretive	-Statistical -Interpretive	-Statistical -Interpretive

**Table 4.1: The Research Framework**

### 4-4 The Rationale of the Research Design

The methods, the procedures and the data collection instruments used to carry out the study determine the quality of any research in terms of reliability, validity and relevance. Using appropriate methods for investigating research issues is still a matter of debate (Howe, 1988; Onwuegbuzie and Leech, 2005). In fact, there is no legitimate way of asserting that one method is more appropriate than the other since *“Each represents different investigation paradigm and the choice is based on the underlying assumptions of each paradigm”* (Hoepfl 1997, p.48). Therefore, the success in choosing the appropriate method for a particular research depends on the decision taken by the researcher that would suit the research questions under investigation.

For the purpose of this study, mixed methods (qualitative and quantitative) will be applied. Our purpose is trying to achieve a full understanding of the target phenomenon from different angles (Dörnyei, 2007). According to Dörnyei (ibid.), it has also to do with the traditional goal of triangulation which is to validate one's conclusion through the presentation of converging results obtained through different methods and to address a theoretical perspective at different levels. Green, Garacelli and Graham (1989) identified the purpose of mixed methods research as triangulation, complementarity, development, initiation and

expansion based on the reviews of mixed methods studies. Similarly, as confirmed by Johnson and Turner (2003), the fundamental principle of mixed methods research is that researchers should collect multiple data using different strategies, approaches and methods that would likely lead to a resulting mixture of complementary strengths and non-overlapping weakness.

Since the research aim is to investigate the needs of a group of learners, it is useful to use the mixed methods approach for a better understanding and exploration of their needs from different perspectives (the teachers of English, the students, and the content teachers' perspectives). This would increase the validity and reliability of the research because as Witkin and Asltschuld (1995) put it, "*single data generally is insufficient to provide an adequate basis for understanding needs and making decisions on priorities.*"

In this study a mixed methods strategy will be used for data collection. This covers both qualitative and quantitative methods that relied on questionnaires and semi-structured interview to collect data from students and teachers respectively. It is hoped that this method will offer an unbiased and reliable data that can be interpreted with a degree of certainty.

#### **4-5 Quantitative Research**

As it has already been mentioned, the study will adopt a mixed method approach to analyse the obtained data. This mainly covers students' beliefs, experiences and attitudes towards the English course. The quantitative research data is mainly collected in numerical form or data that can be converted into numbers. According to Dörnyei (2007), the use of numbers is the most important feature of quantitative research, which is naturally centred on numbers. The fact of being set on a solid foundation of numbers makes the quantitative research powerful as being attested by the discipline of mathematics. Yet, Dörnyei (2007) points out that numbers are also rather powerless if they do not have a research contextual 'backing' and faceless and meaningless if we do not specify the category that we use the specific number for. Obviously, the quantitative inquiry is systematic, rigorous, focused and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts (Dörnyei, 2007). For this study, A structured questionnaire has been used to collect the data as questionnaires have proved to be one of the most useful tools for numerical data collection in the sense that they gather participants' results that can be analysed statically.

Although it is obvious that the quantitative research would suit better the purposes and the nature of the natural sciences where the data is generally more consistent compared with the social and cultural contexts where people show variation over time and space (Dörnyei , 2005), it is advantageous when psychological and social research looks at relationships between variables and can assume a representative sample of the population with less researcher subjectivity.

#### **4-6-Qualitative research**

It is not easy to give an exact definition of qualitative research .Denzin and Lincoln (2005 , p.6-7) concluded that “*Qualitative research is difficult to define clearly. It has no theory or paradigm that is distinctly its own .....Nor does qualitative research have a distinct set of methods or practices that are entirely its own...*”. Dörnyei (2007, p.36) seems to share the same view about the qualitative research by stating , “*Qualitative research is many things to many people.*” Silverman (1997), a proponent of qualitative research, expressed a similar conviction when he stated that “*.....there is no clear doctrine underlying all qualitative social research.*”

Yet, the picture is not as gloomy as the above quotes would suggest .In simple terms qualitative research aims to be much more explanatory in nature compared with quantitative data which relies on numbers and statistics. The main focus of qualitative research is the participant’s perspective by putting much emphasis on the researched actions and the surrounding context. In other terms, in qualitative research the participants’ perspective needs to be authentically represented. According to Popay et al. (1998), qualitative data aims to highlight the research participants’ subjective meaning in relation to the surrounding context.

According to Dörnyei (2007, p.24) ,“qualitative research “*involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods*”. It relies mainly on the collection of qualitative data through interview, observation, ethnographies and documentation. It is an appropriate method to obtain information that numerical data methods cannot always obtain. If the purpose is to learn from the participants in a setting or a process the way they experience it, the meanings they ascribe to it, and how they interpret what they experience, the researcher needs methods that will allow for discovery and do justice to their perceptions and the complexity of their interpretations (Ochieng , 2009).Hence, it seeks deep information from the participants by

understanding their experiences in the natural context. According to Creswell (1998), there are a number of reasons for selecting a qualitative research method. According to him, the researcher may find it appropriate to rely on qualitative data when:

- the nature of the research question often starts with a how or a what;
- the topic needs to be explored (variables cannot be easily identified);
- there is a need to present a detailed view of the topic;
- there is a need to study individuals in their natural setting.
- sufficient time and resources are needed for extensive data collection in the field and detailed data analysis of “text” information;
- audiences are receptive to qualitative research, and
- there is a need to emphasise the researcher’s role as an active learner who can tell the story from the participants’ view, rather than an “expert” who passes judgment on participants

As the focus of this study is to understand better the participants’ experiences and their attitude to the English course in the Political Science department, a semi-structured interview was conducted with the teachers of English and a discussion also was carried out with the content teachers in charge of the different modules in the Department of Politics. The data input of the interviews will provide the researcher with valuable information about the beliefs, the attitudes and the expectations of both teachers of English and the other discipline teachers towards the English language course implementation in the Political Science Department.

#### **4-7 Limitations of the Mixed Methods Approach**

Mixed method research has gained a growing popularity in recent years as a result of its unique potential to produce evidence and valid research outcomes. By using both quantitative and qualitative methods, the mixed methods approach allows investigators to gain a better understanding of a complex phenomenon through the convergence of numbers and statistics from quantitative data and specific details from qualitative data, or in Dörnyei’s (2007) simple terms , “*Words can be used to add meaning to numbers and numbers can be used to add precision to words.*” Yet, one weakness of this approach is that it is time-consuming especially when the researcher wants to fit the findings together. Johnson and Onwuegbuzie (2004) list the following number of limitations:

- It can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team.
- A researcher has to learn about multiple methods and approaches and understand how to mix them appropriately.
- Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm.
- It is more expensive, and time -consuming.
- Some of the details of mixed research still need to be worked out fully by research methodologists (e.g., problems of paradigm mixing, how to qualitatively analyse quantitative data, how to interpret conflicting results).

It was believed that nature of the current study called for the adoption of both quantitative and qualitative methods for the purpose that has already been clarified which is to provide more reliable data and valid information about the learners' English language learning needs and the teachers' attitudes to the students' needs and behaviour in the English language class.

#### **4-8 Research Context**

The current study took place in March 2016 over a period of one week ( see table 4.3) at a faculty of the Faculty of Law and Political Sciences in the University of Chlef . Actually the researcher is an ESP practitioner and English teacher at the English Department which is very close to the Political Science department where this study took place. Besides being near to the place where I teach, I have some colleague teachers in charge of different modules there whom I often meet and we have a talk about the current English teaching and learning situation in the Department of Politics. The following motives encouraged the researcher to choose the research context.

##### **4-8-1 The Participants**

Since the focus of the study was to provide information on the English language teaching and learning situation in the Political Sciences Department, the sample population are third year undergraduate students, their teachers of English and their content teachers who are currently working in the Department. The total population of 58 for the research consisted of 48 undergraduate students belonging to two different option groups but with the same teacher of English, four English teachers (all the English teachers working in the department) and 8

content teachers randomly selected from the staff in charge of the different modules in the department at undergraduate and postgraduate levels (see table 4.2).

Categories		Number	Level	Status	Data collection Tool
<b>Students</b>	International Relations	<b>23</b>	3rd year	Undergraduate students	questionnaires
	Human Resources	<b>25</b>			
<b>Teachers of English</b>		04	B.A level	Non-Permanent	Questionnaires and interviews
<b>Content teachers</b>		08	06 Magistere Level	Permanent	questionnaires
			02 Doctorate Level		

**Table 4.2 The Study Participants and the Data Collection Tools.**

#### **4-8-2 Timetable of Data Collection**

As it has been noted earlier with regard to the context of this research, the study took place in Chlef University, at the Law and the Political Sciences Faculty. The main subjects for the study were third year undergraduate political science students belonging to two option groups (the specialism and the number of the students are mentioned in Table 4.2). The questionnaires' administration was carried out after I had the consent of the Political Science head of department. Table 4.3 shows the schedule of data collection:

<b>Time</b>	<b>Type of Data</b>
<b>20<sup>TH</sup> March, 2016</b>	<b>Head of the department consent</b>
<b>20<sup>th</sup> March , 2016</b>	Questionnaire distribution to the students
<b>22<sup>nd</sup> March , 2016</b>	Questionnaire distribution to the teachers of English in the political science department
<b>23<sup>rd</sup> March, 2016</b>	Interview with the target class English teacher
<b>24<sup>th</sup> March , 2016</b>	Questionnaire + a follow up discussion with the content teacher of the political science department.
<b>26<sup>th</sup> March / 5<sup>th</sup> April / 12<sup>th</sup> April 2016.</b>	Class observation and documentation

**Table 4.3: Time table of Data Collection:**

The study took place during my stay in the UK as part of an offered scholarship to complete our thesis abroad. Thus before the administration of the students' questionnaire, I seized the opportunity to pilot it with some Algerian students preparing their PHD Degree in the UK.

#### **4-9- The Research Instruments**

As described in 4.6, the aim of qualitative and quantitative methods is to obtain reliable data for a deep understanding of the phenomenon .One of the mixed methods research aims is to rely on the benefits of triangulation and complementarity to validate the obtained data and the research outcomes. To collect data, the mixed methods research uses a variety of data collection tools such as: interviews, questionnaires, observations and documentations. With regard to this study, two major data tools were used which were three types of questionnaires addressed to collect data from students, the English teachers and the content teachers, and one conducted interview with two English teachers. It is hoped that this will reveal the needs of the

target group of students vis a vis their English course and provide their teacher with a maximum awareness to those needs in order to select the most useful teaching materials and seek the appropriate teaching methods that could help him or her cope with their expectations and attitudes.

#### **4-9 -1 Triangulation**

Triangulation is defined as the systematic use of multiple tools that look at the topic under study from different angles in order to obtain verifiable and credible interpretation for the obtained data (Marshall & Rossman ,p. 2011, p.221). It is about the strategy of mixing data collection methods for improving the validity of the research and certify an effective evaluation to the research findings since the integration of findings enables the results from obtained data by one tool to complement and support the other. By the use of triangulation, the researcher aims at improving his confidence in his findings .This can be achieved by employing different research instrument to obtain data from different angles on the research phenomenon. Cohen et al. (2005) report that the more the methods contrast with each other, the greater the researcher's confidence. If, for example, the outcomes of a questionnaire survey correspond to those of an observational study of the same phenomena, the more the researcher will be confident about the findings. In real terms, Triangulation is used to overcome the weakness or the biases that come from single angle, single method and single observer. According to Miles and Huberman (1994), it is a term to a process by which a researcher wants to show that that used independent measures while verify a finding do agree with it or at least do not contradict it. Cohen et al. (Ibid.) state, *"In its original and literal sense, triangulation is a technique of physical measurement: maritime navigators, military strategists and surveyors, for example, use (or used to use) several locational markers in their endeavours to pinpoint a single spot or objective."*

For the present study, the methodological triangulation served first as a means of confirming the students and the teacher's awareness to those needs and attitudes. This should validate Stainback and Stainback's (1988) deduction that the purpose of corroboration is to ensure that the reported findings accurately reflect participants' perceptions. Additionally, triangulation examined the convergence between different data sources from the students, the teachers of English and the content teachers.

One key target in the process of triangulation is validity. Liner (1994) states that validity is a high priority concern for the triangulation method in qualitative research. Campbell and Fiske (1959) confirmed that triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research. Hence; validity is the main target of triangulation. So what is validity?

#### **4-9-1.1 Validity**

According to Miles and Huberman (ibid.), validity has to do with questions such as “*Do the findings of the study make sense? Are they credible to the people we study and to our readers? Do we have an authentic portrait of what we were looking at?*” It is about measuring what is intended to measure and certifying that the measure employed really measures the theoretical concept. It is the degree to which a test measures what is supposed to measure. Either in quantitative or qualitative research this can be approved differently. Louis et al. (Ibid.) quote, “*For example, in qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher.*” Whereas in Quantitative data, “*validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data.*”

In quantitative research, the validity of data might be improved by careful sampling, appropriate selection and use of instruments and appropriate statistical treatment of the results. With regard to the degree of validity of the data in this research, it is hoped that the type of questions asked in both students and teacher’ questionnaire which were developed according to Hutchinson and Waters (1987) model of Present Situation Analysis (PSA) which took into account the student’ demographic background, their learning styles, their attitudes towards the English course and their interest will generate valid data that can lead us to a more accurate results’ interpretation.

#### **4-9-1.2 Reliability**

Talking about validity will inevitably lead us to talk about a collocated concept that of reliability. , Patton (2002) states that any qualitative researcher should be concerned with the two research factors validity and reliability while designing a study while designing a study,

analysing results and judging the quality of the study. According to Cohen et al (ibid.), reliability would simply mean the data consistency and replicability over time, over instruments and over groups of respondents. In other words, reliability is the extent to which measurements are repeatable – when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing. In sum, reliability is consistency of measurement (Bollen, 1989). It is concerned with precision and accuracy. For a researcher to prove that his research is reliable or not, he must demonstrate that if it were to be carried out on a similar group of respondents in a similar context, this would lead to similar results.

With regard to this study, it is assumed that the obtained data will be reliable as long as the same context is maintained. Indeed, carrying out the same research dealing with the situation of the English language teaching across the different political science departments in Algeria is likely to generate similar findings with exception to known universities such as Algiers' university where the implementation of the English course in the political science curriculum may be in a different context in the sense that it has been much more seriously undertaken under the umbrella of the ESAP (English for Specific and Academic Purposes) approach.

In the present study, much effort was made by the researcher to obtain valid and meaningful data. Firstly, the content of the questionnaires was discussed with my supervisor and co-supervisor. The students' needs list was reviewed by both English and content teachers before being administered to the students.

In what follows, I introduce my research instruments, justify their use and discuss their merits and limitations

#### **4-9-2 The Questionnaire**

The first research tool used in this study was the questionnaire. A questionnaire is defined as the quickest method of obtaining data from a large number of respondents (Cohen, Manion and Morrison, 2007). No wonder that the questionnaire has become one of the most popular research instruments applied in the social sciences (Dörnyei, 2007, p.101). Dörnyei (ibid.) justifies this popularity and states, "*The popularity of the questionnaire is due to the fact that they are easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible.*"

With regard to depiction to the learners' classroom behaviour, the questionnaire is adequate research tools to depict learners' beliefs and attitudes in the classroom. According to Mackey and Gass, (2005, p. 93), "*Second language researchers use questionnaires in a way that would help them to gather a variety of types of information concerning learners' beliefs about learning, their motivations to learn and their attitudes and reactions to learning, to classroom activities and to instruction*".

Moreover, they are appropriate matrix for gathering data on language use and communication difficulties (Richards, 2001, p. 60). This seems eventually to suit the objectives of the present research which is to identify the political science students' behaviour and attitudes while being involved in an English class.

In an attempt to figure out what questionnaires measure, Dörnyei (2007, p.102) categorised three main types of questionnaire questions:

- *Factual questions* which are used to find out certain facts about the respondents , such as demographic characteristics ( for example , age , gender , and race), residential , marital an socio-economic status , level of education , occupation , language learning history , amount of time spent in an L2 environment , ect.
- *Behavioural questions* which are used to find out what respondents are doing or have done in the past , focusing on actions , life styles , habits , and personal history.
- *Attitudinal questions* which are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values.

For its potential of generating data from the respondents' (teachers and students) factual, behavioural and attitudinal questions, the questionnaire was chosen for this study.

Questionnaire items are usually grouped into two types: open and close ended (multiple choice and rating scales). (Mackey and Gass, 2005; Cohen et al., 2007; Dornyei, 2007). In general, close ended questions are quick to complete and straightforward to code for computer analysis for example. However, they do not enable respondents to add any remarks, qualifications and explanations to the categories (Oppenheim, 1992, p.115). Though they are difficult to code and classify, open questions enable the respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories response (Cohen et al, 2007, p.248).

According to Brown (2009, p. 201), many questionnaires contain both types because they are usually seen as being complimentary. Both types were used in this study because it was believed they would serve for varied useful current research purposes.

#### **4-9-2 .1The Students' Questionnaire**

At a younger age, students may feel reticent to answer the researcher's questions in a face to face communication. Compared with interviews, people often feel free from stress to complete questionnaires. According to Cohen et al. (2007, p. 333), "*lack of face-to-face contact between the researcher and the respondents in a questionnaire might facilitate responses to sensitive materials*", especially when they can fill out a questionnaire in their own time, at their own pace, and fit it into their own schedule (Brown, 2001, p. 77). Besides being an effective instrument for measuring respondents' interests and attitudes (Dörnyei, *ibid.*), questionnaires offer access to respondents' real perceptions of language needs (Vandermeeren, 2005, p. 166). Therefore, the questions entailed in the students' questionnaire envisaged their English language needs in their academic studies and their attitudes towards the appropriateness and effectiveness of the current English course. More specifically, the questionnaires aimed to measure the students' satisfaction towards the English course in terms of language needs and to highlight areas where students felt that their needs were not being met.

The questionnaire was administered to 48 third year level undergraduate students in two different group options: International Relations group with 23 and Human Resources with 25 students. In total there were 40 male and 8 female Algerian students whose age ranged from 22 to 26. They had all studied English as a FL at middle and secondary schools. They had already taken the English course in the first and second year undergraduate level. Similar to the two previous years; their English course in their third year ran for one year, divided into two semesters.

Before the administration of questionnaire to the students and believing that "*piloting of a questionnaire is a stepwise process*" (Dörnyei, 2007, p.112), the questionnaire items were reviewed by a pre-sessional course tutor in Coventry University before being piloted with two Algerian student preparing his PhD at the same university in the UK. The piloting stage was also essential to ensure that the questionnaires covered all aspects required to answer the research questions.

To enable students to a better understanding of the questionnaire items, the students' questionnaire was translated into Arabic; the students' native language, as Mackey and Gass (2005, p. 96) advise that '*questionnaires should be administered in learners' native language*'. The questionnaire started with an introduction clarifying the purpose of the study and an appeal to the participants to take part of the study by explaining them that their participation is highly important and useful.

The questionnaire was developed according to the frame work suggested by Hutchinson and Waters (see table 2.1 and table2.2). Yet, some questions in the questionnaire were added and others were modified to specifically fit the purpose of the study. Moreover, the researcher's own experience as an ESP practitioner and that of the content teachers in the department of politics contributed in final construction of the questionnaire.

The questionnaire falls into five sets of questions (see appendix 01). The questionnaire starts with a background information introduction about the learners. This covers mainly their gender, their age, their university level and the years they have been learning English. Section One attempts to investigate the students' personal awareness and perception to their English language learning skills. Section Two attempts to depict the students' own attitude to the English class and the English teachers' performance. Section Three attempts to delve into the students' own perception of English in relation the subject of the politics, the students' specialism. Section Four, with ten checklist questions, attempts to identify the political science student' needs. This section was developed after a thorough discussion carried out with the content teacher who helped me a lot in the reflection and in the final shaping of the academic needs that that an effective English course syllabus should entail. Questions in Section Five are open ended questions that aim to know the students' assessment of the English course asking them to depict three elements they liked in the course and the elements that they guess as missing and would like to see in the course.

Section One consists of seven multiple choice questions designed to obtain information about the students' attitude to the English language in general and to the English class in particular, their purpose behind learning English, the time they often use English outside the classroom, the English learning general skills they wish to develop and the skills focused on in the English course and the type of English they prefer. Section Two consists of Lickert scale questions where participants were asked to express their attitude to different pedagogy activities performed by the teacher of English in class in a rate scale form graded as follows

*Definitely agree* , *Mostly agree* , *Neither agree nor disagree*, *Mostly disagree* , *Definitely disagree*. Section Three explores the participants' perception of the English course in the context of political science. The section's seven questions attempt to investigate the influence that the political science subject might have on learners' attitude towards the English course. This was carried out through multiple choice questions .As has already been mentioned, the questions in Section Four which dealt with the students' academic needs were developed after a thorough talk with the content teachers whose contribution was so useful in the identification of the students' needs due to their teaching experience in the field of politics and by drawing a reference to their the past learning background and the way they used to be taught English in well-known universities such Algiers , Oran and Constantine .Ten needs which were considered to be basic ones were listed and ranked in a checklist of five columns from 1 -very important to 5-not important. The aim and the type of section five have already been clarified earlier in the previous paragraph.

The distribution and the gathering of the questionnaires were carried out with the help of the administration staff in the department of political sciences. Some content teachers allowed student to complete the questionnaire at the end the tutorial sessions whereas other students chose to complete it at home and brought it in one day and two days later.

With regard to the students' questionnaires, although all of the students provided answers for almost all the questionnaire items, some students (probably two or three) ticked more than option when they were asked to choose only option in the multiple choice questions. It is hoped this would not affect that much the final results of the study since this occurred only with a very limited number of students. Moreover, due to certain constraints, I was obliged to ask the assistance of some teachers in the administration of the questionnaires to the students .Yet, the teachers might not have a similar clear idea about study objectives if compared with the researcher himself to explain them to the students when it is reckoned that answering the questionnaire's items with the objective of the study clear in mind would facilitate the task for the students.

#### **4-9-2 .2 The English Teachers' Questionnaire**

The teacher' questionnaire was in English and no translation to Arabic was provided as the participants are teachers of English with a minimum level of English that could help them avoid any misinterpretation to the questionnaire items and ensure valid response. The questionnaire's main objectives revolved around the teachers' awareness to their students' fears

and the pedagogy of teaching followed to cope with their student’ actual needs and their English learning difficulties to promote their classroom interaction. The questionnaire was administered to the four teachers of English who represented the whole current number of the teachers of English in the political sciences department. A description of those teachers’ profile is provided in the table 4.4.

	Teacher A	Teacher B	Teacher C	Teacher D
<b>Gender</b>	F	F	F	F
<b>AGE</b>	27 years old	27 years old	24 years old	31 years old
<b>Degree</b>	Licence ( B A)	Licence ( B A)	Licence ( B A)	Licence ( B A)
<b>Teaching Experience</b>	Six months	two years	3 months	seven years
<b>Status</b>	Non–permanent	Non- Permanent	Non- permanent	Non-Permanent

**Table 4.4: The Teachers of English Profile Review**

It is worth mentioning that the researcher faced some difficulties to meet the teachers of English in order to ask them to complete the questionnaires. This is due that fact that each time I moved to Chlef university , the place where this study has been carried out, which is about one hour by car from the researcher’ home , the teachers were absent for one reason or another. All of them were non-permanent teachers .Hence, during the period of the questionnaire distribution at least one or two teachers were busy with providing the necessary documents to participate in the teachers’ contest set sporadically by the Ministry of Education to enable teachers to win permanent posts at middle and secondary school. This was set out at a final issue after I managed to have an appointment with each of one of them after I had their phone numbers from the administration.

With regard to the questions, there was an attempt to make them identical to the students’ questionnaire in order to facilitate the comparison of responses. Just like the students’ questionnaire, the teachers’ questionnaire starts with a short introduction inviting them to complete the questionnaire by explaining that their participation is very useful in the success and the envisaged effectiveness for their English Language course in the Department of Politics.

The questionnaire falls into 04 sets of questions (see appendix 02). The participants were asked to complete a background information table in the beginning of the questionnaire. This counts mainly of information about their age, gender, their degree and their teaching experience. Section One is a list of closed items set in nine Lickert scale questions ranked from *Definitely agree* , *Mostly agree* , *Neither agree nor disagree*, *Mostly disagree* , and attempts to investigate the teachers' beliefs and perception to their students' needs and fears during the English course. This entails questions like the degree of satisfaction to their students' interaction in their classroom, the deliberate intention to plan lessons normally tailored to their students' needs and the role that a teacher should assume to maintain effective classroom management. Section Two which consists of ten questions set in a rank order scale attempts to identify the teacher's relationship with the learners' and the teacher's behaviour during the English class.

In Section Three of the questionnaire items are semi –closed questions with yes, no and other answers , which aim to spot the teachers' attitude and perceptions about teaching English in the political science context and what influence this specific area has on their language course, their teaching methodology and on the choice of their teaching materials..The final section contains two open- ended questions that enable the participants to express some of the main challenges they are facing with their English course delivery and may induce them to elicit the possible changes that may help their module delivery and improve their students' satisfaction.

Concerning the limitations related to the English teachers' questionnaires The lack of the teaching experience and the lack of stability among the teachers of English in the Political Sciences Department inhibited them from having a clear view on the English language situation in the department apart from one teacher who has been in charge of the English module for the third year level undergraduate students for more than seven years. The fact of being non – permanent teachers also seems to decrease the teachers' motivation and interest to provide extra and objective information that would reveal their teaching methods practised during the course and their behaviour with their students, since this can be interpreted as a lack of seriousness and in all cases teachers will not say something negative about themselves. A short discussion with the students revealed that some of the teachers are often absent and that most of the English lessons they take are by no means different from those they used to take in the secondary school with regard to grammar and the type of questions in the reading comprehension task (see appendix VII).These factors seem to have affected the participants' responses.

### 4-9-2 .3 The Content Teachers' Questionnaire

The third type of questionnaire was addressed the content teachers in charge of the different disciplines in the political science department. This came as a suggestion from my co-supervisor in Coventry University Professor Hilary Nesi who thought that the content teachers' ideas and views where English is taught in a specific context can contribute in the estimation and identification of the students' needs, though the target area is the English subject and not any other discipline. Theoretically speaking, this is backed up by Dudley-Evans and St John (1998, p. 4-5) who state that "*ESP makes use of underlying methodology and activities of the discipline it serves.*" According to Freeman (2003), the most effective means of teaching language learners with academic needs is through content-based instruction. It is true that the target situation under the focus of the present study is quite far from content-based learning since students are only taught English grammar and vocabulary. Yet, they are often asked to read and understand texts that contain and cover political science terms and concepts. Teachers of English often take that specific context area of politics to teach political new terms and vocabulary. Graves (1987) states that,

*"Content areas provide fertile ground for learning new words; they can help learning new meanings for familiar words, new terms for familiar concepts, and new words for new concepts. The content areas also can provide opportunities to clarify and enrich the meanings of known words which, with effective instruction, can enable students to move words from their receptive (words they understand) to their expressive (words they use) vocabularies".*

With regard to the definition of content and the amount integration that it could have in the language course, Snow (1991) wrote,

*"In content-based instruction, 'content' is defined as the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by or, at least, influenced by the content material"*

The English Language course in the present study is likely to be more or less influenced by the content area of political science especially in the selection of the reading comprehension texts which tend to entail and cover political terms and concepts.

For these reasons, the research theme can be enriched by involving the content teachers' views in the study as an attempt to support the researcher in the identification of the students' needs. The other purpose could be seeking possible collaboration between the content instructors and the EFL teachers to develop an ESAP syllabus that can be more specific and relevant to the political science sphere in terms of content and learning outcomes. Another reason that calls for the importance to seek the views of the content teachers which was also mentioned along the discussion of this research methodology section is the fact that most content teachers studied English as undergraduate political science students in Algiers University and a short discussion with them revealed that they praised the way they were taught English by "professional" teachers in the field of politics, let alone their high level of English since most of them did their studies in the UK. Hence, they might be able to draw a comparison between the way they used to be taught English in their past university studies and the present English teaching and learning situation in the Department of Political sciences.

Similar to the students' questionnaire, the content teachers' questionnaire was translated into Arabic; the participants' native language. The questionnaire's main objective is to detect the content teachers' views towards the EFL current status in the political science curriculum and their evaluation and expectations from the implementation of the English module in the Department of Political Sciences. The questionnaire was administered to 08 randomly selected teachers among the 36 teachers representing the academic staff in the department. Table 4.5 portrays the profile of the 08 content teachers.

	Age	Gender	Degree	Teaching Experience	Rank	Status
<b>Teacher 1</b>	38	F	Magistere	4 years	MAA	Permanent
<b>Teacher 2</b>	42	M	Magistere	5 years	MAA	//
<b>Teacher 3</b>	45	M	Doctorat	8 years	Professor	//
<b>Teacher 4</b>	35	M	Magistere	3 years	MAA	//
<b>Teacher 5</b>	39	M	Magistere	6 years	MAA	//
<b>Teacher 6</b>	47	F	Doctorat	10 years	MCA	//
<b>Teacher 7</b>	28	M	Magistere	2 years	MAA	//
<b>Teacher 8</b>	35	F	Magistere	5 years	MAA	//
<b>Teacher 9</b>	26	F	Magistere	2 years	MAA	//

**Table 4.5: The Profile of the Content Teachers' Sample**

The questionnaire consists of two sets of questions (see appendix III). Section One is a list of 12 Lickert scale questions ranked from *definitely agree, mostly agree, neither agree nor disagree, mostly disagree*. The questions' main focus is elicit data about the potential of English and content teachers collaboration to set out and develop an effective ESAP syllabus that is relevant to the political sciences curriculum main outcome and learning objectives and based on the students' needs and interests. Section Two consists of one open ended question that aims to investigate the participants' suggestions on the appropriate strategies that could help in improving the English language teaching and learning efficiency level in the Political Sciences Department.

A discussion went on with the political science content teachers during their completion of the questionnaires. Indeed they showed remarkable interest and enthusiasm to provide feedback to the research inquiries which helped to enrich the research with useful ideas from a variety of perspectives.

#### **4-9-3 The Interview**

Besides questionnaires, the study relied on interviews to collect qualitative data with the target students' group teacher of English. Many researchers confirm that the interview remains a powerful instrument for qualitative collection. According to Silverman (2000, p. 51), "*It is the gold standard of qualitative research.*" Dornyei, (2007, p.134) considers the interview as the most often used method in qualitative data. With regard to its purpose in qualitative research

data collection, the interview is described as “*a conversation with purpose*” (Burgess, 1984, p.102) that “*Offers different ways of exploring people’s experience and views’ and allows the researcher to probe beneath the surface of issues in order to see them from each participant’s perspective*” (Richards, 2009, p. 183).

The interview is often used as multi-functional research tool that can serve to validate results, to verify and to confirm data collected by other research methods(Cohen et al., 2007, p. 351) .McNamara (1999) confirms the multi-functional and potentiality feature of the interview to get a deeper insight in the phenomenon studied when he states, “*Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.*”

Furthermore, a face to face interview, according to Punch (2005, p.168), is “*a very good way of accessing people’s perception, and definitions of situations and constructions of reality*”. Unlike the questionnaire, the interview allows for a direct work with the participant and offers the interviewer the opportunity to probe or ask follow up questions. With regard to the interviewee, Woods (1986) sums up three quality feature that a researcher should be disposed of when conducting a research interview .These are arranged as follows:

- Trust :There would have to be a relationship between the interviewer and interviewee that transcended the research that promoted a bond of friendship, a feeling of togetherness and joint pursuit of a common mission rising above personal egos;
- Curiosity: There would have to be a desire to know, to learn people’s views and perceptions of the facts, to hear their stories, discover their feelings. This is the motive force, and it has to be a burning one, that drives researchers to tackle and overcome the many difficulties involved in setting up and conducting successful interviews;
- Naturalness :As with observation one endeavours to be unobtrusive in order to witness events as they are, untainted by one’s presence and actions, so in interviews the aim is to secure what is within the minds of interviewees, uncoloured and unaffected by the interviewer.

Though it allows for greater depth compared with other methods of data collection, the interview is prone to subjectivity and bias on the part of the interviewer (Cohen et al, 2004,p. 269).therefore, the interviewer should be careful in reporting the accurate participants' responses since according to Oppenheim (1992, p.81–2) in an interview, the “*respondents become more involved and , hence , motivated*” to provide the interviewer with extra information about the research that may go beyond the limit of the study's objectives sometimes. In short, I tried to collect and report unbiased data by maintaining a neutral academic state along the stages of the present research. Indeed, the researcher's unique aim was to collect data that would determine an objective research far from bias and to ensure that my own views did not have any impact on the interviewee' s responses .

With regard to the present study, the interview was used because it meets one research objective which was to identify the learner's language needs as stated by Long ( 2005,p. 37) the “*use of interviews is widely reported in NAs in ESP*”. More practically the purpose behind using the interview in the present study was to verify and validate the data collected by the other used research instrument (questionnaire) and also to explore certain aspects that the questionnaire failed to explore, such as other students' weaknesses and strengths in language proficiency, the procedures applied to identify the learner's needs and the teaching strategies used to meet those needs and cope with students' expectation to the English course .It also covered issues related to the students' motivation and the collaboration between the teachers of English themselves and the political science content teachers.

#### **4-9-3 .1 Semi-structured Interview**

Interviews can be divided into different types according their structure and function. For the purpose of deep and more current study qualitative data collection, the semi-structured interview was used. According to Dörnyei (2007, p.136), the semi-structured interview is the most applied type of interviews in applied linguistics. One of its advantages is that it offers an open-ended format and the interviewee is encouraged to elaborate on issues raised in an explanatory manner (Dörnyei, 2007).Hence, the ‘-structured’ part is the part where the interviewer attempts to guidance and direction whereas in the ‘-semi’ part is the interviewer is keen on to follow up interesting developments and let the interviewee elaborate on certain issues (Dörnyei, 2007).Eventually , In this type of interview the order of the questions can be changed

depending on the direction of the interview. Corbetta (2003, p. 270) explains semi-structured interviews as follows:

*“The order in which the various topics are dealt with and the wording of the questions are left to the interviewer’s discretion. Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation”.*

One other purpose behind choosing the semi-structured interview as qualitative research instrument for the present study is due the fact that it is commonly employed in NAs in ESP (Long, 2005c; Kim, 2006). Moreover, one other important objective was to obtain in depth information about the English teachers’ perceptions, attitudes , thoughts and experiences (Cohen et al., 2000). My aim was to get closer to the world of the target population ( the teachers and the students in the Department of Political sciences) at various points and at different levels.

#### **4-9-3 .2 Telephone Interviewing**

As already pointed to in the paragraph of the English teachers ’limitation questionnaire, I faced certain difficulties to meet the teachers of English in the department of political sciences. For this reason and under such circumstances, the researcher was obliged to do a telephone interviewing with two of the four English teachers meant for the current study focus.

Phone interviews seem to have advantages that shall be revealed in the forthcoming phase.

According to Cohen et al (2007, p. 379), the use of telephone interviewing has long been recognized as an important method of data collection and is common practice in survey research though, as Arksey and Knight (1999, p. 79) comment, telephone interviews do not feel like interviews, as both parties are deprived of several channels of communication and the establishment of a positive relationship (e.g. non-verbal). According to Shaughnessy *et al.* (2003) and Shuy (2003), the attraction of telephone interviewing is due to certain many reasons

.They claim that it is sometimes cheaper and quicker than face to- face interviewing as that it may protect the anonymity of respondents more than a personal interview. Moreover, it enables for more monitoring and greater interviewer control of the interview. It is also a safe method to collect sensitive data such as possible feelings of threat of face to face questions about awkward , embarrassing or difficult matters as that the use of telephone may put little pressure on to respond.

However, there are still some drawbacks with telephone interviewing .Cohen et al ( 2007, p.380) suggest the following problems with telephone interviewing such as for instance it is very easy for respondents simply to hang up the caller .Besides , the motivation to participate may be lower than for a personal interview .With regard to getting in depth information, one of the interviews main features, the standardized format of telephone interviews may prevent thoughtful or deep answers from being provided.

Compared to face to face interviews, conducting telephone interviews needs careful arrangement for timing and duration. According to Harvey (1988), both interviewer and interviewee need to be prepared in advance of the interview if its potential is to be realized. Cohen et al (2007,p. 381) state the challenge is not only because of the time involved but also because a fifteen-minute telephone interview might be more exhausting than a fifteen-minute face-to-face interview. Thus, while conducting telephone interviews, it is advisable that the interviewer keep to the same, simple response categories for several questions, so that the respondents become used to these and keep in the same mind set for responding.

With regard to the present study, the researcher resorted to telephone interviews after he could not manage to conduct a face to face interview for the previously mentioned reasons

#### **4-9-3 .3 The Target Group English Teacher' Semi-structured Interview**

For the purpose of obtaining deep information about the research participants, the researcher managed to do a telephone interview with two of the four teachers of English in the department of political sciences. The interview took about 40 minutes with one brief pause during both interviews for it might be exhausting for the interviewee to do the whole interview in a non-stop attempt. The questions of the semi –structured interview (see appendix IV) were adapted into simple structured items to fit the structure of the telephone interview and to facilitate the task for the interviewees to keep concentrated and produce responses of regular patterns.

The main objective of the present study interview was to generate the English teachers' ideas and perceptions about the students' needs and fears during the English course. The interview starts with a brief introduction which aims to obtain some background information about the interviewees which might help as an icebreaker that might establish a positive feeling of ease and relaxation for the interviewee and smooth progress of the interview (Cohen et al , 2007, p. 381). This covered information related to the age, the degree held and the teaching experience. The interview also attempts to investigate the potential of a possible collaboration between English teachers to share views for setting a common English course objectives and a more standard syllabus design frame work. I noticed that the semi-structured and flexible questions that covered other issues related to the English course teaching resources and the strategies used to improve students' classroom interaction offered the interviewees an opportunity to add new ideas or topics that might emerge from the conversation apart from the specific questions introduced by the researcher. For the sake of getting information, direct questions were to be followed by questions seeking more explanation or providing more examples about some points and issues in the interviewees' talk. With regard to the circumstances of the interview, I set an appointment for this telephone conversation beforehand with both interviewees (the two teachers of English) at a scheduled time that would suit each one of them. During the telephone interview, I was writing down all of the interviewees' responses and their major remarks about each point I would consider important and relevant to the aim of the study.

On the whole the telephone interview with both participants went on in appropriate circumstances for both interviewees and much care has been taken to prevent the effect of the research target aim to the participants. At the end of the interview I thanked the participants for their cooperation and help before they admitted that the topic was so interesting to them and admitted that they benefited from it as well. With regard to the analysis of the participants' responses, I tried hard not to give a different interpretation from the interviewee so not to affect the validity and the reliability of the obtained data.

#### **4-9-3 .4 Limitation of the Study Interview**

Although it saved me much and effort, the study interview had some limitations .Only two of the four English teachers were interviewed, a fact that may not provide a research with the whole population views about the EFL teaching situation in the department of political sciences despite that one interviewee is the most experienced teacher compared to all the

teachers of English presently working in the Department of Politics. Hence, she managed to a certain extent to have a wider view on the main challenges that encounter the teachers of English in the Political Sciences' Department as a whole. For some reasons, I forgot to record the two interviews and the only procedure to remember the interviewees' answers was to write them down and summarize their main outcome later on. Recording would have made the task easier to recall the details of the participants' responses and make it less exhaustive as well. With regard to the ethical issues of interviewing, it would have been advisable if the interviewer (the researcher) reviewed with the interviewees his interpretation to their responses even if they have not asked for it just to verify that their responses were kept intact and unaffected. During the interviews, the researcher found himself supporting the interviewees' perceptions many times, rather than asking for more clarifications.

#### **4-9-4 Class Observation**

Because it has been claimed that we cannot perform a study without being part of it (Adler and Adler 1994) and since that one of the distinctive features of observation as a research tool is that it *offers an investigator the opportunity to gather 'live' data from naturally occurring social situations* (Cohen et al., *ibid.*), the author felt the need to rely on it as an additional instrument that would provide useful observational data to the current study as part of triangulation tools. Indeed one important feature that attracts researchers to apply observation in their investigation is to the fact that people's acts may differ totally from what they say (Robson, 2002, p. 310). Hence, the main purpose of observation, as it is the case for the current study, is to check the findings, perceptions and claims of the study participants (both teachers and student) from a close reality view and to observe their every day behaviour that might be taken for granted, expected or go unnoticed (Cooper and Schindler, 2001, p. 374). Certainly, the other important purpose of the current study class observation is to investigate the amount of class interaction along with the students' general behaviour in the English course. The focus of observation in this research study was also on the classroom instructions, the learning activities and on the learning environment as a whole. Thus, as an observer, my attention was on the following main axes:

- The lesson structure which includes the pre, while and post lesson stages, the link between them and the number of the selected activities;
- The classroom management strategies mainly the time and seating management;

- The type of teaching activities ; pair and group work , individual and whole class activities;
- Teacher’s use of materials which includes the use of textbook and other resources;
- Teacher’s use of language which entails the use of questions and instructions, the feedback techniques and the explanations of grammar and vocabulary.
- Students’ use of language and interaction which cover the use of mother tongue in class , problems with grammar , vocabulary and pronunciation , the responsive behaviour and time on task and the student –to-student talk .

To achieve such aims, the following procedures were used :

#### **4.9.4.1 Checklist**

It contains a range of the different lesson features that I completed while observing the lesson (see appendix) .The checklist focused on aspects of the lesson , some of which have already stated earlier , that aim at describing the teacher’s communication and feedback ,the lesson structure , the students’ engagement and the learning atmosphere. The checklist main headings are constructed around relevant statements which are graded into five marked levels ( -2 to+2).

#### **4-9-4.2 Field Notes**

These are note forms that provide brief descriptions of what is happening in the classroom from the part of the teacher and the students as well. They provide a summary of the lesson with some important timed events (semi time-based events) (see appendix VI). They can be set in the following form:

The teacher’s activities	The students’ activities
8.00 : class begins	8.05 : Students examines the handouts
8.05 : Teacher writes the date and instructions for class	8.10 : Students engage in the reading task

#### **4-9-4.3 Follow up Conversations**

Naturally, after each class observation, I seized the opportunity to discuss my observations with the cooperating teacher. The discussion covered questions about clarification and interpretations of information obtained from the observation itself which might help in the

conception of how the teacher approaches her lesson. For instance, the follow up conversations include questions like :

“Why do you think find this activity difficult?”

“What was the aim behind setting this task?

“What did you use group work at this point of the lesson?

“What would you have done if the students had finished this activity ahead time?”

“ How would deal with this activity with large class ?”

Along with the observation process, the participating teacher allowed video recording, a fact that helped the author reviewing the data afterwards.

#### **4-9-4.4 Limitations of the Class Observation**

With regard to the current study class observation, I really wished if I could have attended more classes with more than one English teacher in the Departments of Politics. Unfortunately this was done only with one teacher along six sessions of class observation that dealt mainly with grammar and selected texts’ reading comprehension. One other limitation is related to the low attendance to the English class during my presence at least (the students’ number did not exceed 16 students during each class observation), a fact that did not allow me to check how the teacher would manage her lesson with large class.

#### **4.9.5 Document Study**

It was important to use documents in this study to provide complete information and full picture of the culture under investigation ( Chisaka ,2002).Beside using them as a support that can help to understand the teachers’ conception to their lesson plans and their teaching objectives in general, the study of documents aimed at providing a deep understanding of the actual educational meanings that may underlie both of the current administrative and teaching practices with regard to the English course implementation in the Department of Politics .For this study , the following documents were collected and analysed :

- The General Programme of the Third year Political Sciences and the status of the English module within it ( see appendix XI)
- Third year English examination scripts ( see appendix VIII)

- Third year Reading comprehension texts and grammar tasks ( see appendix VII)

It is hoped that that the gathered documents would provide a deep understanding for the current study teaching and learning context and help the author to devise a programme model with appropriate remedies.

#### **4-10 Conclusion**

This chapter has described the framework of the methodology employed in this study. This entailed mainly the purpose of and the research questions of the study .The main part of the chapter was devoted to cover issues related to the methods employed for this study for data collection and the rationale of the choice of these methods. Along with the description of the data analysis methods used in the study, part of the discussion was devoted to triangulation, the validity and credibility of the used research methods. In the process, the research instruments applied in the study were presented. These included mainly questionnaires , interviews and the class observation .This chapter also involved a discussion on the participants and the context of the study. In spite of the small number of the participants (small number of students in particular), it is hoped that the findings will help to discover the political science students' language needs, and that this information can be used later as a guide for designing more appropriate ESAP syllabus in that specific area of English language teaching.

# **Chapter V**

## **Research Findings and Data Analysis**

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## **5.1 Introduction**

The notion of data analysis is considered as the core element in the mixed methods approach (Teddlie and Tashakkori ,2009; Creswell and Plano Clark ,2007).According to Brewer (2000, p.105), It is “*the process of bringing order to the data, organising what is there into patterns, categories and descriptive units and looking for relationships between them*”. The following chapter provides the findings of both quantitative and qualitative data research tools used in this study .This includes the research tools already introduced and described in Chapter Three ( the teachers and the students’ questionnaire ,the teachers’ interviews, the class observation and the document study).

## **5.2 The Quantitative data Analysis**

The questionnaires which represent the quantitative data instrument of the present study were distributed on March 2016 (see Table 4.3).The following data presents the results obtained from the close- ended questionnaire given to a two groups representing the third year undergraduate political science students. This represents a total of 48 responses which were collected during the fifth semester of the academic 2015 /2016.

## **5.3 Data Processing Method**

According to Cohen (2007), data analysis is defined as the process through which the copious written data is reduced to manageable and comprehensible proportions .The researcher resorted to the descriptive statistics method to organise the data of the survey questionnaires since it can present a large amount of information in an understandable way (tables, charts ,ect...) without being lost or distorted. In preparation for its analysis, after being gathered, the data was first coded and stored into computer file employing SPSS programme. Yet, some of the data was treated by the Microsoft Excel; too, since at a certain time after my return to Algeria, I could not have access to the SPSS programme (I no longer had the right to use Coventry University software system).

After that the data was reduced and coded, it was presented in tables and figures. The coding was carried out in accordance to what the students’ response looked like and to the type of the target research question .For instance, to identify the attitudes of the participants towards the teacher’s method of teaching ( part 02 in the students’ questionnaire),the 10 statements were placed randomly on a five –point Likert scale ranging of a degree of agreement : 1=definitely agree, 2 =mostly agree , 3= neither agree nor disagree , 4= mostly disagree , 5= definitely

disagree).The five values were coded ( 1, 2, 0, 3,4) respectively. The quantitative data was later triangulated and discussed with the qualitative research findings to bring full understanding of the target research questions.

**5.4 Students’ Questionnaire Findings ( appendix I)**

Essentially the present research theme revolves around three main objectives: The students’ needs, the students’ attitudes and perception and the appropriacy of the way the course is delivered, bearing in mind these needs and wants. The students’ questionnaire Which involved 48 participants representing the two groups of the 3<sup>rd</sup> year political science students (a description of the students’ questionnaire is provided in 4.9.2.1) covered mainly three main themes:

- Students’ background information
- Students’ personal awareness and perception to their English language learning skills
- The students’ needs with regard to the implementation of the English course in the subject of politics; the students’ specialism.

The first theme offers general information about the students’ profile which includes information like gender, age and the number of years of English learning. The second theme investigates the students’ perceptions to the importance of English course and their level of mastery of language skills. The third theme identifies the students’ real language needs while being dealt with in the political science learning context.

The following are the results of the students’ questionnaire:

**Question 01: Students’ Specialism**

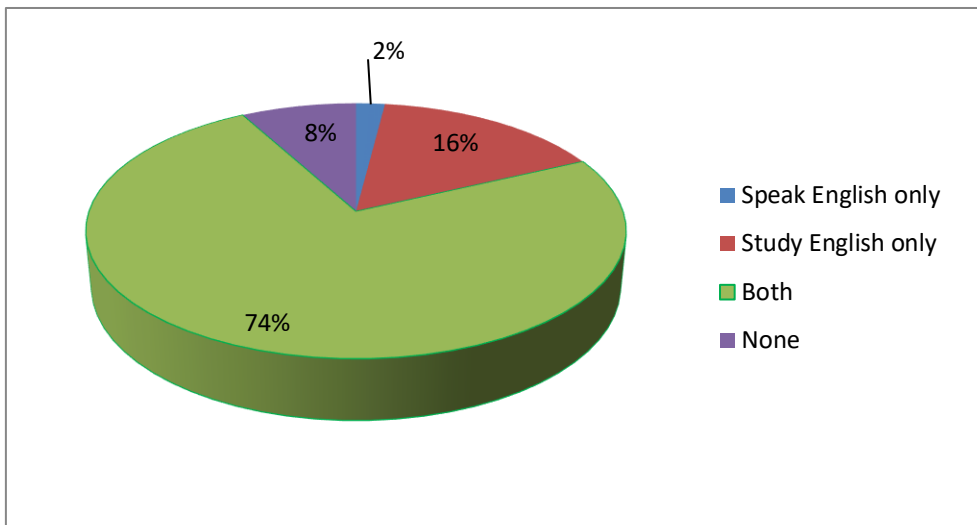
The students who filled the questionnaire were divided as follows:

	Male	Female	Total number
International Relations	11	12	23
Human Resources	08	15	25

**Table 5.1: Students’ Specialism**

**Question 02: Students’ Attitudes towards Learning English**

This question sought to identify the students’ attitudes towards the English language learning.

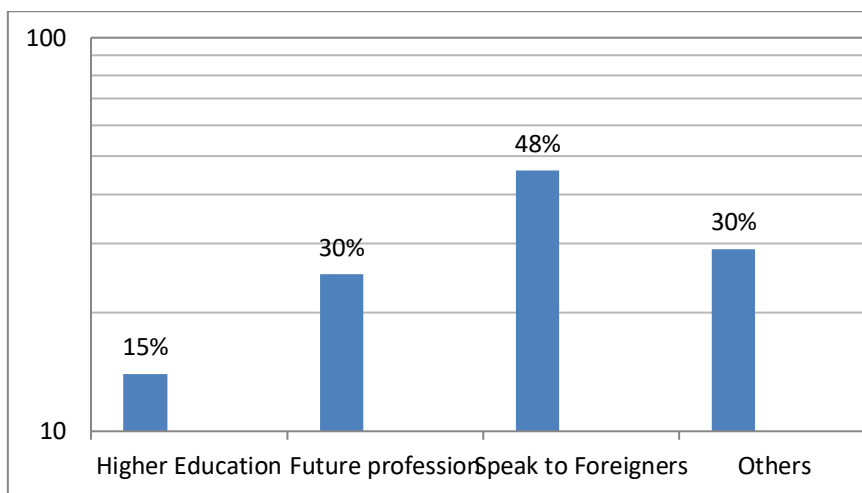


**Figure 5.1: Students' Attitudes about EFL Learning**

The students were asked about their attitudes about learning English. The data showed that 16% of the participants liked to study English when only 2% of them preferred to speak it. Yet, the majority of the participants (74%) appreciated to study English and to speak it as well, while 8% are undecided. The results gathered showed that student hold a positive attitude to learning English. Hence, it is the role of the teacher to take such a positive attitude from the part of the students as an advantage to prepare lessons that are adequate to level of interest to the English language learning.

**Question 03: Students' EFL Learning Needs**

This question aimed to provide students' needs for learning English.



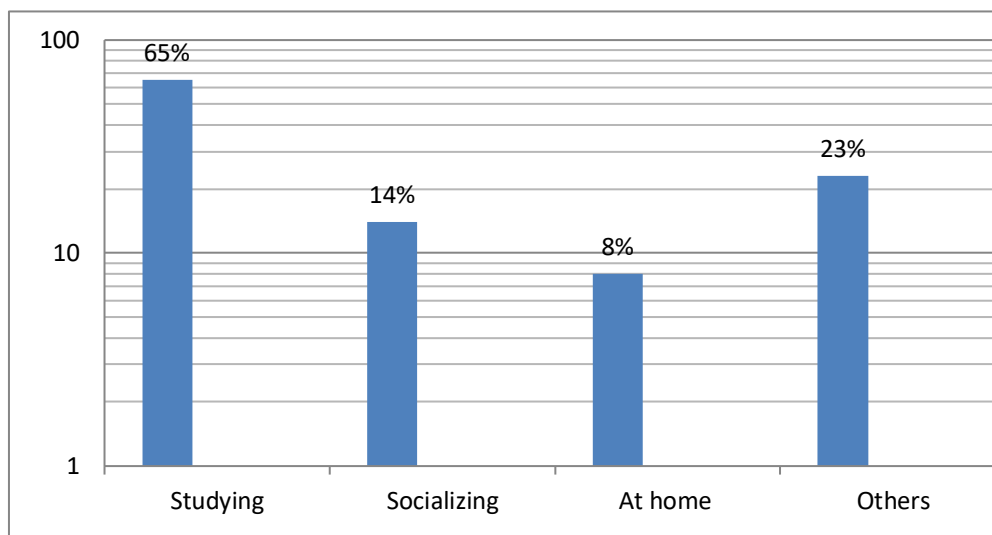
**Figure 5.2: Students' English Learning Needs**

(Note: More than one student crossed more than alternative at least.)

The students were invited to tell about their needs for learning English .As it is shown figure (5.2) , the majority of the students chose to study English for two particular needs: because they felt that English is a an important requirement in their future profession and a also it is a useful means to speak to foreigners ( because of its status as a foreign language , students thought that it may help them to understand ‘other people’ especially when they go ‘abroad’) .In addition, a quarter of the participants considered that it was important for their study purposes.

#### Question 04: English Time Use

This question aimed at showing how much time students devote in using English in the different purposes shown in figure 5.3.



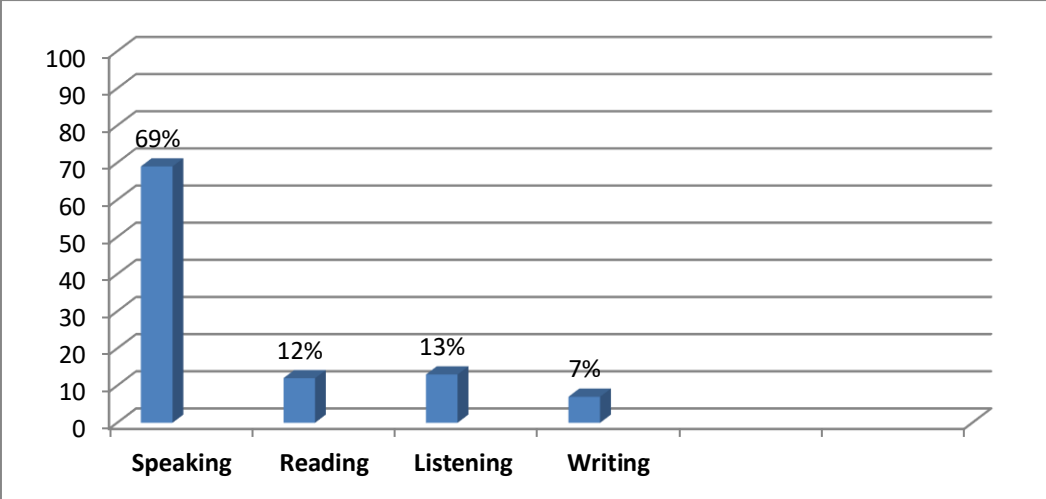
**Figure 5.3: English language Time of Use**

(Note: More than one student crossed more than alternative at least.)

The data shows (Figure 03) that the respondents devoted an important portion of their time (65%) in studying English and the rest of their English time use is spent in social media and Internet with little time devoted to English at home daily. The lack of social support for English learning (no one speaks it outside the classroom since its neither the students’ mother tongue nor even their second language) is another handicap for the students to develop their English speaking skill.

**Question05: Important Skills for EFL form students’ perspective**

This question sought to classify the four skills according to their degree of importance for the students.

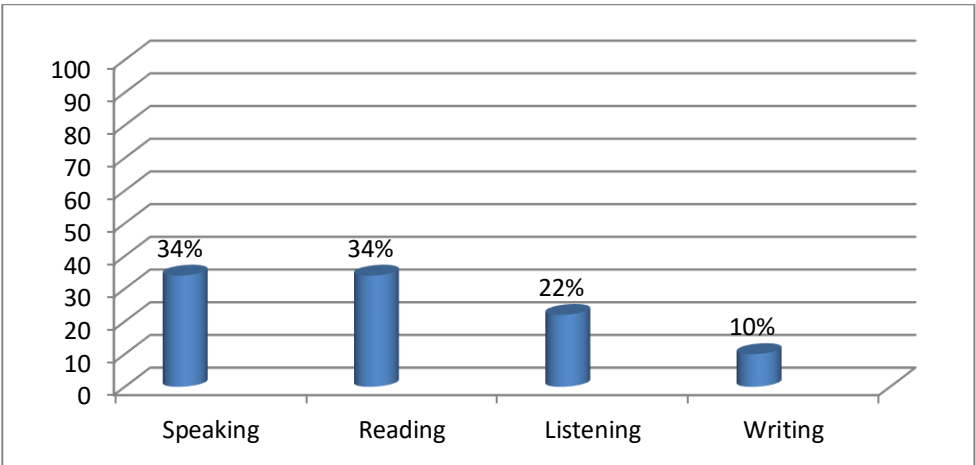


**Figure 5.4: Importance of Each Skill**

Figure (5.4) shows that respondents are mostly attracted by the speaking skill (69%) when they displayed the same number of choices for the other remaining skills. Yet, such an attraction to speaking is not reflected in their classroom participation and engagement towards the course as depicted while doing the class observation.

**Question 06: Important Skills emphasized in the English module class**

This questions highlights the skills that are often under teacher’s emphasis in the English class.



**Figure 5.5: important Skills emphasized in class**

As Figure 5.5 depicts, the respondents agree that both speaking and reading are prominently and equally emphasized in the English class compared to the other remaining skills. The data also reveals that writing receives less emphasis compared to listening , a fact that might attributed to the challenge that the writing skill still exhibit for both teachers and learners , hence teachers tend to spend less time and effort on it to avoid all possible teaching ‘troubles’ that the writing skill may cause.

**Question 07: Favourite Class Type**

The students were asked which class type they liked best .Their opinions are summed up in table 5.2

	A class with pair and group work activities		A class where the teacher does everything	
Yes	31	65,95%	16	34,04%
No	16	34,04%	31	65,95%

**Table 5.2: Favourite class type**

Clearly, the majority of the students were for an English class where more pair and group work activities are implemented. Yet, this does not seem to be the case since most classes attended with the English teachers are teacher-centred. This may be one reason behind the students’ lack of interest in the English course and that may seem to affect their classroom interaction. Hence, the students interact less with teacher who explains everything to them in a kind of ‘spoon feeding’ lesson delivery.

**Question 08: Students’ Attitudes towards the teacher of English**

This question investigates the students’ attitudes towards the teacher of English and the course delivery. This covered mainly their perception and their opinion about the way the English course is taught and to what extent it fulfils their expectations and matches their wants and desires. The students’ attitudes were ranked randomly on a five –point Likert scale ranging of a degree of agreement: 1=definitely agree, 2 =mostly agree, 3= neither agree nor disagree, 4= mostly disagree, 5= definitely disagree).

	<i>Definitely agree</i>	<i>Mostly agree</i>	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i>	<i>Definitely disagree</i>
<i>1-The teacher of English presents the course content in way that is appropriate to my level.</i>	19%	<b>45%</b>	22%	9%	5%
<i>2-The teacher speaks with the appropriate volume and speed</i>	24%	32%	<b>36%</b>	4%	4%
<i>3-The teacher uses the board and the other visual aids and equipments</i>	<b>41%</b>	33%	9%	11%	6%
<i>4- The teacher encourages class grouping ( pair work, group work)</i>	<b>37%</b>	33%	9%	11%	10%
<i>5-The teacher elicits feedback from the students</i>	<b>39%</b>	35%	13%	9%	4%
<i>6- The teacher allows time to think, to process and then answer</i>	<b>58%</b>	35%	2%	4%	<b>1%</b>
<i>7- The teacher provides opportunities for STT (Students' Talking Time)</i>	<b>45%</b>	33%	6%	11%	5%
<i>8- The teacher chooses interesting topics for class discussions</i>	26%	<b>35%</b>	15%	13%	11%
<i>9- The teacher accepts students' ideas and praise them</i>	22%	24%	<b>30%</b>	9%	<b>15%</b>
<i>10-the teacher on this module is passionate about teaching.</i>	32%	<b>39%</b>	13%	9%	7%

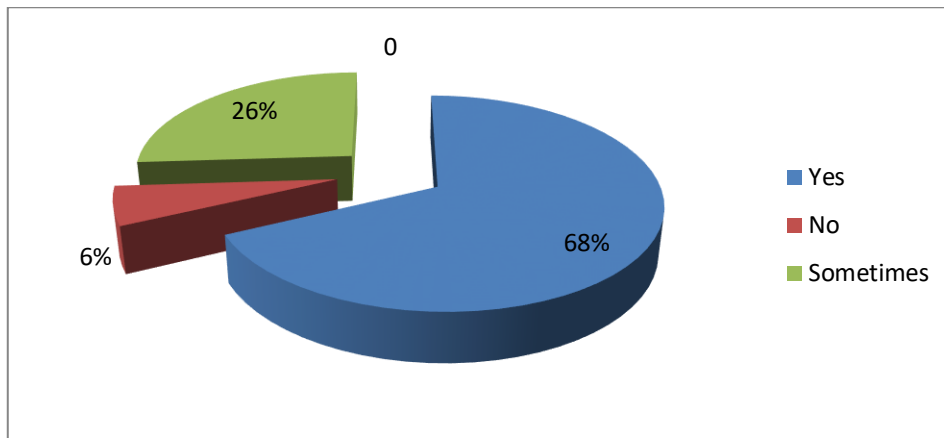
**Table 5.3: Students' Attitudes towards the Teacher of English**

The results in table 5.3 show that the English course is delivered in a way that seems to suit the level of an acceptable number of students (45%). Besides, the target students share positive attitude towards more and more features and practical issues of the English course. This entails teaching skills such as the use of the board, the class grouping, and the teacher's choice of topics. This shows that the teacher is doing her best to fulfil an appropriate course delivery; a fact that was confirmed by her will to elicit feedback from the students during the course and her passion for teaching as well. The data also shows that the majority of the students agree on the fact that the teacher allows time for students to think and to talk (58% and 45%

respectively). Yet, during my attendance of the target courses, the students' level of interaction and participation remained unsatisfactory compared to all the efforts made by the teachers in terms of lesson preparation and class management.

#### **Question 09: Students' attitudes towards Politics as a subject**

This question aims at investigating the students' perception of politics as a subject

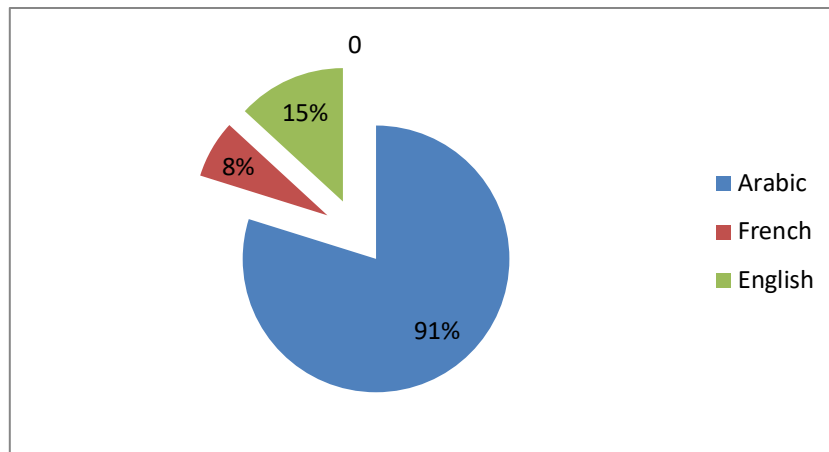


**Figure 5.6: Students' Attitudes towards Politics as a Subject**

The data in figure 5.6 shows clearly that the majority of the students liked to study politics. The attraction of the students to the subject of politics can be one more reason for them to study English as being a subject specific intergraded language .In other terms, the language teacher has a good opportunity to invest in the students' interest in the subject of politics, for instance by the choice of more authentic materials, and work on it to as a source of motivation towards the English course.

#### **Question 10: The ability to understand Political texts**

The students were asked which language can enable them best to understand political texts.



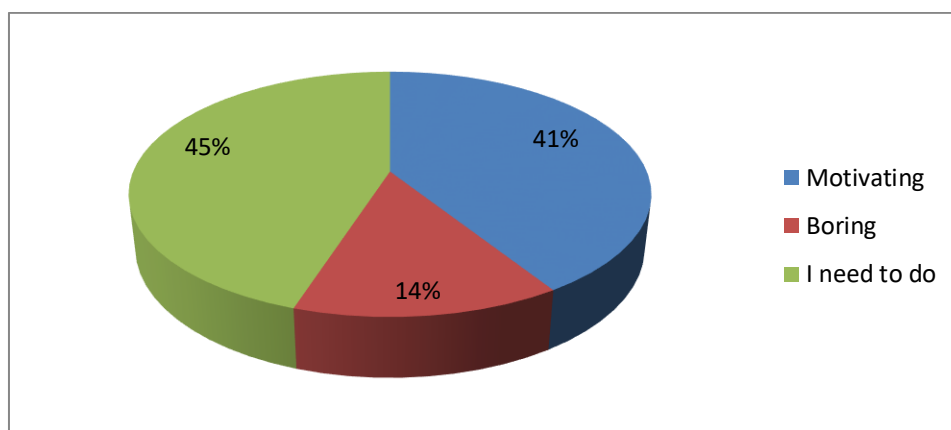
**Figure 5.7: The Ability to understand Political Texts**

(Note : Some students crossed more than one alternative)

Although it was expected that majority of the informants (91%) can best understand political texts which are written in Arabic (since all their education stages including the university studies have been done in Arabic, too.) , yet the fact to depict that more students are attracted by English ( the students’ foreign language) as a language that would facilitate their understanding to political texts more than French ( the students 2<sup>nd</sup> language ) was rather interesting .

**Question 11: Students’ perception to English texts containing political terms**

This question asked students if they found the English texts containing political terms motivating”, “boring” or something that they “need to do”.

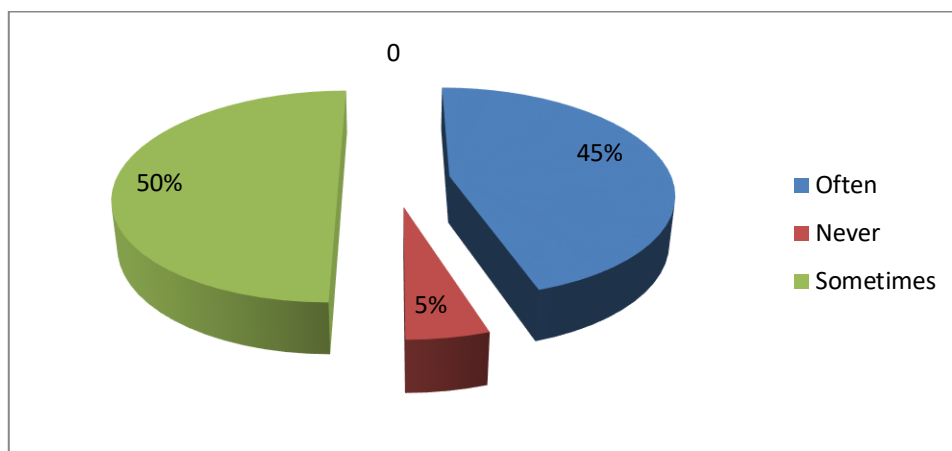


**Figure 5.8: Attitude to Reading English Texts Containing Political Terms**

It is encouraging to see that an acceptable number of the students (41%) motivated to read English texts with more and more political terms. Yet, another important number of students (45%) consider the task as a mere necessity that needs to be fulfilled. This means that they are driven to attend the English course by other “extrinsic” factors that need to be identified by the English teacher.

**Question 12: Difficulty of English Political Texts**

This question aimed at investigating the degree of difficulty that the students face when they deal with English reading comprehension texts containing political terms.

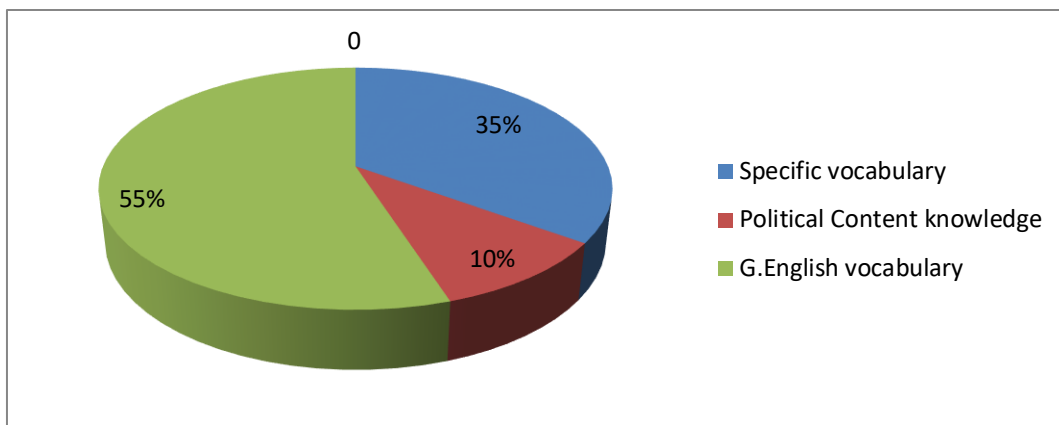


**Figure 5.9: Difficulty of English Political Texts**

The results in figure 5.9 seem to disagree to a certain extent with the data shown in figure 5.8. In fact it was easy to notice that only 5% of the students stated that they face difficulties to read English texts with political terms when that the majority of the informants expressed their motivation to read the same texts previously. The next data may provide explanation to the reasons behind the difficulties that the students face in reading such type of texts.

**Question 13: English class usefulness**

Question 13 investigates the advantage that the English course can have on the political science students in terms of specific and general English vocabulary learning and political content knowledge.

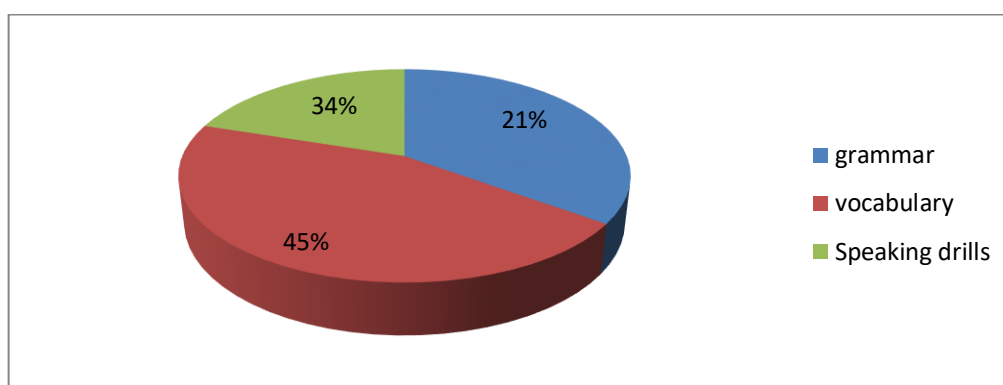


**Figure 5.10: English Class Benefits**

Figure 5.10 reveals that more than half of the students (55%) felt that attending the English course helped them to learn more general English vocabulary when 35% of the participants said that the English course enabled them to learn specific vocabulary related the subject of politics. Only few of the respondents (10%) reported that they managed to acquire some political knowledge while attending the English class. Hence, the English teacher needs to review the English course objectives and focus more on the teaching of the political science vocabulary and some useful relevant current concepts.

**Question 14: English Class Emphasized Skills**

Students were asked about the skills and the competences that are receive much emphasis by the teacher during the English class.



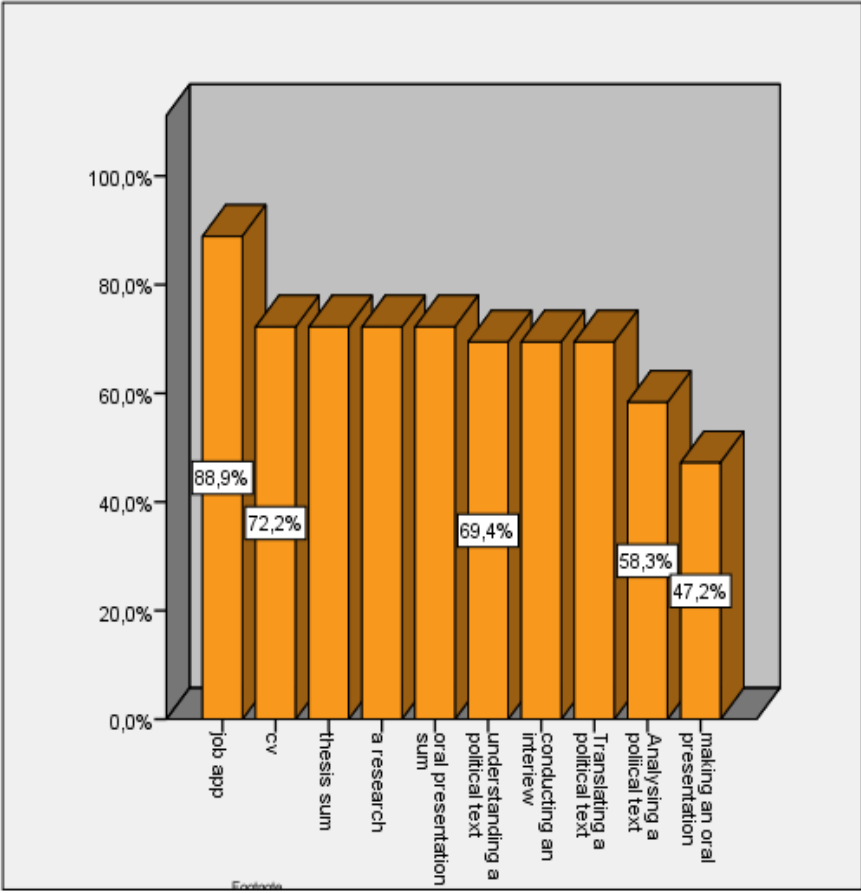
**Figure 5.11: English Class Emphasized Skills**

As shown in figure 5.11 and in contrary to the students' aspiration for a more intensive integration of the speaking skill in the course ( as depicted in figure 5.5) , a larger number of

the students( 45%) confirmed that more time and emphasis is still made by the English teacher on the teaching of vocabulary and grammar.

**Question 15: Students’ Academic Needs**

The questionnaire also invited the students to express the genres of the different academic needs that they need to improve via the English course. Before being exposed to the students, the academic needs were depicted after a thorough discussion with the different content and English teachers (mainly the teachers that the current research was concerned with) who are actually in charge with the different modules in the political science department.



Students' Academic Needs

**Figure 5.12: Students’ Academic Needs**

By answering this question, the students valued the English module as being very useful in their study of political sciences. Indeed, it reminded them of the English language importance in the acquisition of a variety of academic skills and needs that are relevant to their

field of study. With regard to the data depicted in figure 5.12, the majority of the students (88,9%) expressed their need to learn how to fill out a job application. This would be owed to the fact that the students are much concerned about their future profession (as mentioned in question 03) and working abroad. This applies to writing the students' CV though with rather less degree of importance compared to job application filling out (72,2%). Similarly, The students felt that they need also to learn how to do a research, how to write a thesis summary and how to write a summary of an oral presentation .An important number of students ( 69,4%) found it necessary to master other skills such as analysing or translating political texts and being able to conduct a political interview. Finally, 47 % wished to see an English course that would help them how to give an oral presentation.

Thankfully, throughout their responses, the students showed a positive attitude towards the English course. This covered plenty of aspects of the English course including the teaching methods and techniques and the skills involved, though students still expect more focus on the speaking skill and larger group activities. More importantly, the students expressed their need to the English course in their study of the political sciences especially that it determines a variety of important their future academic needs .Nevertheless, the students yearn for more suitability of the English course to their learning needs and study and work purposes later on .

### **5.5 The English Teachers and their Conception of the English Course Implementation: The Second Questionnaire (appendix II)**

A thorough description is given on the English questionnaire in the methodology chapter (see 4-9-2-2). The questionnaire was administered to the English teachers along with the students' questionnaire during the second week of March 2016. It contained 35 questions arranged into five different sections. Each section investigates one clear objective. The questions are sequenced as follows:

Question one sought information about the teachers themselves: the age, the gender, the teaching experience, the degree, ect...

Questions 2 to 10 are fall in a list of of closed items set in nine Lickert scale questions ranked from *Definitely agree* , *Mostly agree* , *Neither agree nor disagree*, *Mostly disagree* with the aim to identify the teachers' beliefs and perception of their students' fears and expectations.

Questions 11 to 19 investigates the teacher's relationship with the learners' and the teacher's behaviour during the English class.

Questions 20 to 34 are set in semi-closed patterns of yes, no or any other answer .the aim of these questions is to depict the teachers evaluation of the English course importance and usefulness while being performed in a political science situation context and what sort of influence might exercise on the English course delivery.

Question 35 is an open-ended question that seeks the teachers' views on the possible changes that they can bring on the module way of teaching to improve their students' satisfaction.

It is worth mentioning that it is difficult to generalize very strong statistical data from four teachers of English only, but there were only four English teachers working in the department of Law and Politics at the time the research was conducted.

The following is the data analysis of the English teachers' questionnaire

### **Question 01: English Teachers' Background Information**

These questions aim at providing detailed description of the four English teachers background (gender, teaching experience , qualifications and status ).

	Teacher A	Teacher B	Teacher C	Teacher D
<b>Gender</b>	F	F	F	F
<b>AGE</b>	27 years old	27 years old	24 years old	31 years old
<b>Degree</b>	Licence(B A)	Licence (B A)	Licence ( B A)	Licence (B A)
<b>Teaching Experience</b>	Six months	two years	3 months	seven years
<b>Status</b>	Non –permanent	Non- Permanent	Non- permanent	Non-Permanent

**Table 5.4: English Teachers' Background Information**

As shown in table 5.4, the four teachers are female English teachers as that all of them are non – permanent teachers .Two of them seem to be newly recruited in the department with less than 6 months of teaching experience .Though the two remaining teachers have a quite good experience (seven years and two years), all of the four teachers' qualifications range from B.A (Licence) to the Master Degree in the English language. What is quite depressing is the fact that makes one wonders how can a teacher with B.A Degree with little experience at least for two of the four English teachers being in charge of third years undergraduate political science students.

## Question 2: Teaching beliefs

This question sought the teachers' beliefs about the English course teaching context.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
<i>1- Your students' participation and interaction in the classroom is satisfactory</i>		B)	A)	C) D)	
<i>2- As a teacher you should consider your students' needs before designing a course</i>	A)	C) B) D)			
<i>3- I need a course book and a syllabus to teach the course successfully</i>		B) D)	C)	A)	
<i>4- A good teacher should be aware of his/ her students' problems and fears</i>		C) A) D)		B)	
<i>5- A communicative teaching approach which favours fluency over accuracy is appropriate for your students' English language learning</i>		C) A) D)		B)	
<i>6- The learner is the centre of knowledge transmission, the teacher is only a facilitator</i>		B) D)		C) A)	
<i>7- Pair work, group work, and discussions around projects can help students to interact in class</i>	A)	C) B) D)			
<i>8- I sometimes tolerate use of the students' L1 in the English classroom to help them explain and understand new vocabulary</i>		C) B) A) D)			
<i>9- The language learning process is often hindered by the lack of authentic teaching materials</i>		C) B) D)	A)		

**Table 5.5 : Teachers' beliefs about the English course**

As depicted in table 5.5, two of the English teachers addressed by this survey expressed their dissatisfaction with their students' interaction in class. This concerns mainly the most experienced teacher (teacher D) and the least experienced of the four teachers (teacher C). All of the four teachers agreed for an English course that is based on a students' needs analysis. When two teachers confirmed their need to a course book and a syllabus to do their course, teacher C showed no opinion. This might be owed to the fact that she is new in the field of teaching and has not valued yet the importance of the course book as useful material in the

teaching process. Along with that, teacher A stated that she could do the course without a real need to a course book or an official syllabus ; a response that she tried to confirm by being neutral when she was asked if the language learning process was often hindered by the lack of authentic teaching materials. With regard to the students' anxiety, all teachers except teacher B agreed on the fact that a good teacher should be aware of his / her students' problems and fears. Teacher B also marked the exception when she stated that she did not think that the communicative approach was the most suitable one for her students' language learning. On the contrary, she believed that learner is the centre of knowledge transmission and the teacher is only a facilitator. Along with that, when comparing the two teachers' (A and C) responses to item 5 and 6, they also seem to give contradictory answers. Teacher C and A, for instance , claimed that they disagree with the belief that the learner is the centre of knowledge transmission and at the same time they agreed to be for the communicative approach , the more learner-centred approach than any other approach, in the English course implementation. Hence, teacher D appeared to be congruent in her views .This is owed to her quite good teaching experience (7 years) and her knowledge of the main principles of the foreign language teaching approaches and methods. All the four teachers' opinions converged on the role of the group and pair work as important cooperative learning techniques in classroom interaction. With regard to the use of mother tongue in English language classroom; an aspect that the communicative approach encouraged teachers to resort any time they need to compare or translate something that has not been understood by the students (Milliani, 2003), all the four teachers stated that they tolerated the use of L1 in the English classroom. However, during my attendance at the English class, I noticed an overuse of L1 in most instances of classroom interaction between the teacher and students. Indeed, students were sometimes to translate word by word whole reading passages from English into Arabic (a characteristic of Grammar Translation Method).

### **Question 03: Relationship with students and classroom behaviour**

Here the aim was to identify the type of relationship that the teacher has with his/her students.

	No <span style="font-size: 1.2em;">→</span> Yes			
	1	2	3	4
1-Do you regulate emotion by not showing anger, frustration and anxiety during class?	D)		C)	B) A)
2-Do you display positive emotions ( affection, interest , joy , excitement , ect....) in class		C)		B) A) D)
3- Do you often try to create a non- threatening environment before starting your class?				B) A) D) C)
5- -Do you provide feedback to students?			B) C)	A) D)
6-Does the success of your course largely depend on the personality of the teacher as being attractive, trustworthy and accepting?			C)B) D)A)	
7- Do you correct your students' mistakes immediately during class?			B) A)	D) C)
8- Do you give time for self correction and peer correction?		B) C)D)A)		
9- Do you often notice your students' reticence in class?			B) A)	D) C)
10- Do you vary activities and materials to increase your students' motivation?			B) D) C)A)	
11- Do you select topics according to the students' preferences and interests?		B) D)A)	C)	

**Table 5.6: Relationship with Students and Classroom Behaviour**

The aim here was to clarify the type of relationship that exists between the teacher and the students and the attitudes of the students to the teacher's choice of the different classroom techniques and teaching materials. Surprisingly, the most experienced teacher (Teacher D) compared to the other three teachers revealed that she did not often hide emotions of anger , frustration or anxiety in class. However, the same teacher stated that she did not hesitate to show positive emotions of interest and passion towards her students during class; a personality feature that shares with teachers A and B and with less degree with teacher C (the least experienced of the four teachers under this survey). Along with that, the four teachers agreed for a good preparation for a learning atmosphere for their students before starting their classes. The four teachers also confirmed that they provided feedback for their students' answers which consists of teacher's initiation, learner's response, and teacher's feedback in the end ( The IRF pattern).When asked about the way they treated their students' errors , the four teachers admitted that they corrected the students immediately after each error made by them and give little time or almost none for the students' self or peer correction. Nevertheless, advocates of the communicative approach state that teachers should treat their students' errors in a flexible

way without penalising the efforts of the students by spending too much time correcting their errors. Finally, although the four teachers confirmed that they vary their choice of teaching techniques and materials, they did not give much importance to the students' preferences in the selection of such materials and teaching techniques.

#### Question 4: The content area (politics) and English language teaching challenges

Here the researcher liked to investigate the main challenges that the English teacher faces in the political science teaching situation.

	Yes	No	Other
1-Are you motivated to teach English in a political science context?	A) B)	C) D)	
2-Do you think that an EFL teacher without specific training in such special sphere of English language teaching is equipped to teach English to political science students?	C) A)	D) B)	
3-Do you think that the good mastery of the English language alone enables you to teach English for political science students?		C) D) A)	B) need to read books of politics
4-Is content-specific vocabulary the main challenge for your students?	C) A) B)	D)	
5-Do your students face problems with English grammar?	C) D) A) B)		
6 – Is sentence structure another challenge for your students?	A) C) D)		B)Writing
7- Do students face difficulties with political texts' reading comprehension?	C) D) A) B)		
8-Is speaking an important weakness for your students?	D) A) B)		C) they speak in Arabic
9-Have you received any training in the methodology of English language teaching to politics students?		C) D) A) B)	
10-Have you attended seminars or workshops that dealt with English for Specific Purposes or Content and Language Integrated classrooms?		C) D A) B)	
11-Do you think that the topics of your lessons are relevant to your students' social life and future career success?	C) D) A)		B) sometimes
12-Is there any coordination between the English department and the Political science department?		C) D) A) B)	
13-Do you select controversial topics for real classroom political debates to improve their communicative skills and competence?	C) D)	A)	B) sometimes
14- Do you collaborate with content teachers for an effective English course design?		C) D) A) B)	

**Table 5.7: The Content Area (Politics) and English Language Teaching Challenges**

The results in table 5.7 show that teachers D and C are not motivated to teach English in a political science context. Here, we refer to the most and least experienced of the four teachers in the department respectively. Eventually, this might be owed to the fact that the

English module is neglected by the students' themselves as confirmed by the teachers in the interview later on. With regard to the teacher training, only teachers A and C confirmed that without special training in such a specific area of English language teaching, the English teacher is not equipped to teach English for political science students. Furthermore, all the teachers confirmed that they had not attended any seminars or workshops that are relevant to ESP teaching classroom. This fact was confirmed by the common view shared by the four respondents who stated that being a language expert is not enough to make the teacher at ease to teach English for political science students. Indeed, teacher B affirmed that she is in need to read books of politics to enrich her political knowledge and concepts. With regard to the students' weaknesses, there was a general agreement between the four teachers that the students' main challenges turned around the aspects of language learning that are related to speaking, reading, grammar and sentence structure and specific context vocabulary. With regard to sentence structure, teacher B added that her students had a serious problem with writing and composition. Furthermore, teacher C added that with regard to speaking, most of the students' conversation and interaction is done in Arabic (an aspect that was confirmed during the researcher's class attendance). Another aspect that the researcher aimed to investigate was the selection of texts and topics to discuss and analyse in the language classroom. Almost all the four English teachers (except teacher A who stated that she did not select controversial topics) in the survey agreed that they tend to select texts that are appealing to the students' tastes. The teachers confirmed that they select texts with communicative tasks that are relevant to the students' social and future career to stimulate their interests and enhance their classroom interaction. With regard to the collaboration aspect, the four teachers stated they were deprived from all sort of collaboration with teachers from the English Department as that stated that they did not work in collaboration with content teachers. This might explain the situation of "carelessness" on the part of the administration of Department of Politics and also the English teachers themselves. It is not easy for the English teacher to design a course for political science students without seeking the advice of the subject teachers. For an effective course design with better results, before using the teaching materials in their language classrooms, the language teachers need to study and familiarize themselves with the content of the political science different disciplines.

The researcher believed that the data gathered from the English teachers' questionnaire was very useful in the sense it helped to conceive the general scheme of the English language course teaching in the department of political sciences from a the target teachers' perspective.

With regard to the obtained results for the students' needs, the English teachers agreed on an equal emphasis on each skill when the students have already expressed their wish for their teachers to put more emphasis on the speaking skill. The teachers also admitted that beside English language mastery, they need to have more background knowledge in the subject of politics including political theories and concepts; yet, this seems to a far – reached goal since the English teachers admitted that they did not work in collaboration with the content teachers. Another handicap that seems to present a serious challenge is the fact they teach without a course book or even an official syllabus.

### **5.6 The English Course from a Content Teachers' Perspective: The third questionnaire (appendix III)**

The suggestion of the co-supervisor Professor Hilary Nesi to include the views of the content teachers (the teachers of the different political science disciplines excluding English) with regard to the English course importance and their expectation of its implementation in the curriculum was valuable .For such a purpose, a questionnaire was handed to them (see appendix III) to collect such views and major expectations. Moreover, the questionnaire aimed at providing a support, beside the English teachers' views, to the identification of the students' needs for the English course being immersed in the political science context. The other purpose could be seeking possible future collaboration issues between the content instructors and the English teachers to develop an ESAP syllabus that can be more specific and relevant to the political science sphere in terms of content and learning outcomes.

The questionnaire was handed to 9 content teachers who were randomly selected among the 36 non – English teachers who are currently in charge of the different modules in the Political Science Department. Chapter Four entails a presentation of the target teachers' background information (see table 4.5).

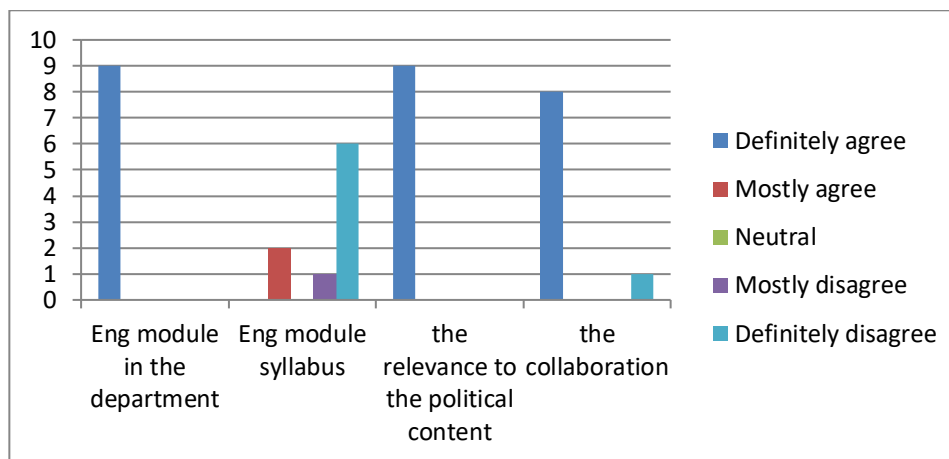
The questionnaire falls into two sets of questions: the first list groups 12 Likert scale questions ranging *definitely agree, mostly agree, neither agree nor disagree, mostly disagree*. This section of questions sought possible the collaboration that needs to be established between the English and the content teachers and explore the potential of developing an English course that can be set from both teachers' perspectives. The second question is an open –ended question that investigates the content teachers' views of the appropriate and useful strategies that can improve the English language teaching and learning efficiency level in the Political Science Department.

It is worth mentioning that a discussion went on with the political science content teachers during their completion of the questionnaires. Indeed they showed remarkable interests and enthusiasm to provide feedback to the research inquiries which helped to enrich the research with useful ideas from a variety of perspectives.

The following are the result of the content teachers' questionnaire:

**Section one items (question 1, 2 3 and 4): The content teachers' perception of the English course**

These questions envisage the subject teachers' views of the importance of the English module implementation in the Political Science Department and the potential collaboration with the English teachers in the conception of English module syllabus and objectives.



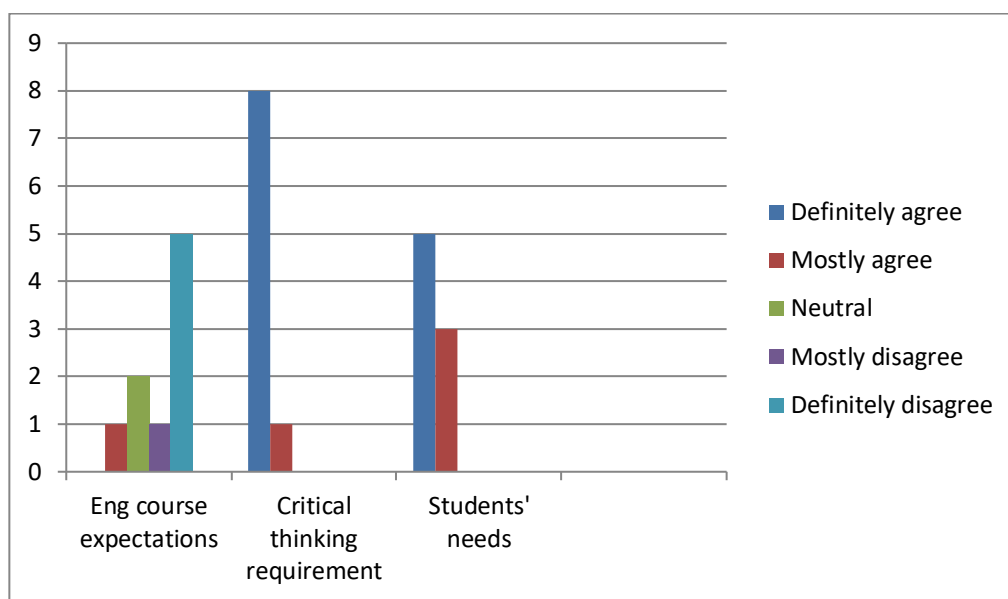
**Figure 5.13: The Content Teachers' Perception of the English Course**

Figure 5.13 results revealed that all participants valued the importance of the English module implementation in the political science curriculum. More than one teacher state that the majority of the political sciences resources (books, articles ect...) are published in English. Indeed, according to them, the political science field of study founding fathers are from the U.S. An outlook on the English module teaching objectives (see appendix IX) confirms these teachers' views where it is clearly mentioned that the learning of English as being an international language is becoming more an urgent need for the political science student. Moreover, the data collected showed that the content teachers expect more collaboration with the English teachers in the setting up of the English teaching syllabus which could start first

with setting learning objectives that are relevant to the political science content disciplinary content focus.

**Section two items ( Questions 5,6and 7) : Content teachers expectations and English course perceptions**

These section items asked the participants whether the English course fulfilled their expectations or not and whether it should incorporate the critical thinking aspect and take the students’ needs into consideration.

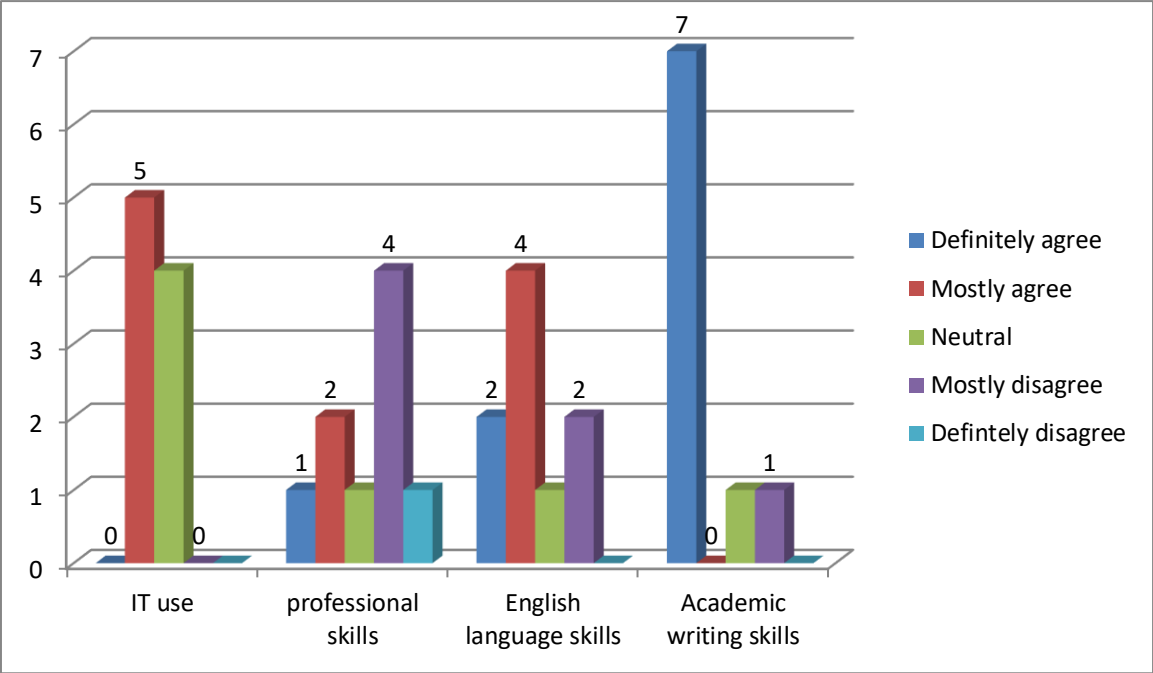


**Figure 5.14: The Content Teachers’ English Course Expectation**

According to the data displayed in figure 5.14, it seems that more than half of the respondents reported that the course did not fulfil their expectations in terms of the general students’ learning outcomes’ and the course effectiveness in the success of the Political Science Department .Nearly all respondents insisted on a course that should incorporate aspects of critical thinking that is relevant to political knowledge which entails the discussion and the analysis of the most recurrent political science theories and concepts . Most of the respondents also called for an English course that should take the students’ needs into consideration. This would include the students’ academic needs in the course (the present and the target situation needs) and the professional needs after the students’ graduation.

**Section three items (Question 8 , 9 , 10, 11): The Content Teachers’ English Course General Conception**

This set of questions aims at collecting the content teachers’ views to the degree of effectiveness that an English course might have when it involves IT use and covers the students’ English language professional and academic writing skills as well.



**The Content Teachers’ English Course General Conception**

With regard to the IT use, it is admitted that the integration of visual aids in the English language teaching is very important. Five teachers confirmed such importance of the IT use in the teaching of English course for political students while the remaining four subject- teachers remain without opinion. With regard to the most important skills that the political students should develop in the English course, four teachers state that they did not see the professional skills as very important skills that the students are asked to develop. Yet, the same number of teachers believed that the English course should primarily develop the disciplinary English language skills and share explicit views for devoting more time and focus on the development of language skills (speaking, listening, reading and writing). . However, an important number of teachers viewed that a successful English course is the one that can help students develop their academic writing skills including essays, reports and dissertations’ writing.

The results of the content teachers’ questionnaire revealed the apparent dissatisfaction of the content teachers to the English language course outcomes and its effects on the students’

general performance across the other political science disciplines. The content teachers highlighted some other features that, according to them, any successful ESAP course should incorporate. These cover mainly the importance of carrying out a Needs Analysis approach which would identify both the political science students' present and target needs. Moreover, they insisted on an English course that would help students develop their academic skills including essays, projects and dissertations' writing. With regard to the IT use, the subject teachers agree on the importance of finding ways to integrate the new technologies in the English course curriculum despite the classroom lack of appropriacy in terms of equipment and Internet access. Finally, unlike traditional courses, the content teachers agreed that the preparation and the design of ESAP courses demands the joint effort and coordination of both groups of content and language specialist teachers. Hence, before using the teaching materials in their language classrooms, the language teachers need to seek advice from the content teachers and familiarize themselves with the content of the political science different disciplines for better results.

## **5.7 The Qualitative Data Analysis**

For more assertive data, the researcher supported his data collection methods with more qualitative instruments. Eventually, the author aimed at seeking deep information from the participants (teachers and students) when being involved in a natural teaching and learning context. For this purpose, triangulation appeared to be a useful issue that helped to look at the topic from different angles. Under triangulation, the researcher used three different qualitative data research instruments: an interview with English teachers, a class observation and informal chats with content teachers. I shall proceed with the analysis of the data obtained by each of these instruments before contrasting it with the already treated quantitative data to complement each other.

### **5.7.1 The Interview with the English Teachers (appendix IV): Findings and analysis**

Beside questionnaires, the author invited the English teacher for an interview as an additional means to confirm their awareness of the students' needs and their attitudes to the English class. Yet, this was carried out with two teachers only of the four concerned English teachers (one was a telephone interview). This was due to the fact that the other two teachers simply refused, though not explicitly, to be interviewed by stating each time that they did not have

time for that. Fortunately, one interview was carried out with the most experienced teacher of the four (teacher D) and the other one was with teacher A.

As a matter of fact, the research interview with the English teachers also covered issues related to teaching strategies to meet the students' needs, the students' motivation and possible collaboration opportunities with the content teachers.

As it has already been tackled in the methodology chapter (see 4-3-9-1), the current study interview is a semi-structured one (see appendix IV). A detailed description of the purpose of the semi-structured interview for the present study is also provided in the same section of the methodology chapter. It should be noted that the questions in the interview were used in a flexible way so that the informants could talk freely on topics of their own choice. The interview entailed naturally heading questions about personal information about the participants (age, teaching experience, highest degree obtained ect...).

The data collected from the interviews with the English teachers are reported with reference to the following categories:

1. English module status in the PS department
2. Skills, needs and testing
3. Collaboration and teaching resources
4. Students' attitude and classroom interaction
5. Teaching challenges and module evaluation

### **Question 1 and 2 concern the English module importance in the Political Science department**

Both teachers agreed on the fact that it is useful to set up the English module in the political science department. Teacher (A) says, "*Yes, since all important books of political sciences are in English.*" Teacher (D) provided more expansion when she states,

*"Definitely yes, I think that this module is very important for the political sciences students on many levels. First of all, learning English and being able to use it*

*orally and in its written form enable learn effectively as most of the political references are written in English. Besides, for those who have aspirations to pursue their studies or have a diplomatic orientation, English is the suitable asset for them to communicate as it is a lingua franca in this context and many universities all around the world adopt English in their teaching and communication with international students”*

With regard to the way they had been recruited in the PS Department, teacher (A) stated that she responded to the administration request after the first contact with them when teacher (D) that this was the result of a training course when the head of the department suggested that she could assume the responsibility of being in charge of English module.

#### **Questions from 4 to 7 concern the students’ needs, major skills under focus in class**

The speaking skill, according to teacher ( A) is the most important skill for her students When the other teacher said that all of the mentioned skills are important .She explains ...

*“All of them are important as they can be integrated. For instance, students can listen to audio scripts (speeches) and then they can be involved in discussing and analysing the speech as well as being involved in reading and analysing political texts. Then responding to the writer’s ideas in forms of political essays and articles.”*

With regard to the identification of the students’ needs, both teachers agreed on the importance of identifying those needs before designing the course and setting the learning outcomes. Teacher (A) pointed out that she often manages to know about the students’ needs through focused talk with her students. The other teacher says that this often achieved through testing or home assignments. She also explains that .... *“Part of the planning depends on the topic and the subject matter and the other part is mainly for the needs of their specialty.”*

The same teacher proceeds that besides vocabulary, she also puts emphasis on the teaching of the oral and speaking skills for her students.

#### **Questions 8, 9 and 10 focus was on the collaboration aspect and the teaching resources**

As it was already depicted in both of the English and content teachers’ questionnaire data, teacher (A) confirmed that little collaboration existed with the subject teachers. She states,

*“We English teachers did not manage to meet and discuss the syllabus and the course objectives, let alone having a collaboration with the content teachers...”*. Similarly, teacher (D) admitted that apart from occasional discussion on the students’ achievements, no real collaboration did really take place with either English or content teachers.

With regard to the teaching syllabus, both teachers confirmed that the fact that there is no official syllabus is a handicap to improve the course outcomes although teacher (D) mentioned that the actual syllabus needs some modifications. In this regard, she states *“Yes, there is one but I think it needs modifications as the focus ought to be on how to equip students with the appropriate skills and assets in this domain and not on the content only.”*

In what concerns the teaching resources that they might rely on to develop the English course, teacher (D) admits that she uses a variety of teaching resources which might include online resources, printed texts, newspapers and political magazines, political books and dictionaries, ect... . However, teacher (D) states that she only uses printed texts.

**Question 11, 12 and 13 concern mainly the teachers and the students’ attitude to the English course and the major class interactive strategies**

Teacher (A) seems disappointed with the degree of the students’ interest to the course when she states, *“The course is neglected by the students and few of them attend it...”*. Teacher (D) confirms this fact of students’ lack of interest in the course when she states, *“As far as the students are concerned, they do not perceive the importance of English.”*

With regard to the classroom strategies that the teacher uses to enhance the classroom interaction, teacher (A) confirms that she sometimes uses group and pair work activities but she never incorporates visual aids in her lessons. On the contrary, the other teacher states that she often selects authentic texts and uses supportive visual aids as a useful method to improve the students’ interest to the course and, hence, enhance their classroom interaction. She also points out at the important strategies she often uses to motivate her students to the course when she states, *“I think what motivates them is taking their intermediate level into account and design lessons according to it so that they can be involved. Besides; I ask them to prepare at home so that they can enrich their background knowledge.”*

### **Question 14 and 15 concern mainly the teaching challenges and the module evaluation in the PS department**

Teacher (A) was explicit when she states that one challenge that hinders the course improvement is owed to the lack of time and again to the lack of coordination between English teachers themselves and with the content teachers as well. In this regard, she states, “*The English teacher should be aware of what is taking place in the news and the political scene in general as that she or he needs to select reading texts according to what is dealt with of similar topics in the other modules.*”

From her view, the other teacher believed that the English module would gain more status if it is allotted higher coefficient and more teaching hours in the curriculum and with regard to the evaluation mode, the same teacher expressed her dissatisfaction when she states, “*No, because only summative assessment is given importance and priority whereas other forms are neglected such as placement tests, diagnostic assessment and formative assessment.*”

On the whole, both interviewed teachers expressed their dissatisfaction with the current status of the English module in the Department of Politics. Part of their dissatisfaction stems from the little care and importance given by the administration to the module when everybody seems aware of the importance of English language learning in the curriculum objectives of the political science students.

#### **5.7.2 Class Observation Analysis**

For deeper understanding of the current study learning environment, an additional research instrument was needed. Hence, the author used a class observation as an attempt to check what is happening in the political science environment English classroom while actual teaching process is going on.

A thorough discussion has already been devoted to describe the observation process and timing in Chapter Four (see 4.9.4). Concerning the analysis process of the class observation data, more focus will be on classroom interaction aspects and factors. The analysis process will follow a systematic approach that is to be set up on the following axes:

- Map of the classroom and setting

- Class attendance and gender equity
- Teacher-student interaction
- Use of text book , handouts, the board and learning aids

The discussion and the analysis of each of these elements will be based on the data gathered through field notes ( see appendix VI ), the checklist ( see appendix V) completion achieved during the actual observation activity and the follow up discussion carried out with the participating teacher after the class observation phase. The recorded video helped to count the percentage both of the teacher and the students' talk and the proportion of L1 and L2 in their talk in the four sessions respectively (the exam correction was not recorded for ethical issues ).

With regard to the map of the classroom and the seating arrangement, this was set in a traditional way except for one session with one group for the reading comprehension session where the teacher made the students sit in a horse shoe shape, a seating plan that allowed noticing more engaged student and more class interaction with their instructor. However, in general the rooms looked larger than expected especially for such limited number of attendance of the concerned students. The board in those rooms also looked in poor state and scratched in parts of it which represented a real handicap for the teacher to make her writing clear each time she wanted to write a term or explain a new lexis for the students.

It was clear that female students outnumbered male students in all attended classes; a fact that had a negative impact on the classroom interaction since generally a rather balanced class made of equal number of boys and girls may boost class rivalry and create competition between male and female students. Furthermore, it was not easy for the teacher to manage gender equity since most of the time and because of their omnipresence, she was compelled to interact more with girls than boys. One other feature is that the class attendance did not exceed 18 students during all the attended classes .This might be owed to the little importance given by students to the English module as compared with the other specialism disciplines where they show more seriousness in class attendance as confirmed by the content teachers in the Political Sciences Department. With regard to the students' amount of seriousness towards the English class, some students ( at least three of four students) tend to join the class late( sometimes more than 10 minutes late) and do not ever say anything to their teacher each time she asked them about the reason for being late.

With regard to the teacher and student’s talk , as mentioned before female student tended to have more interaction with their teacher ( because of their big number).One or two male students responded to the teacher’s questions only when being called on most of the times. With regard to the IRF pattern ( teacher’ s initiation, students’ response and teacher’s feedback) , the pattern did not often seem to have a regular pattern since as shown in the field notes record (see appendix VI) .This is because most of the time the teacher remains silent and provides no feedback to the students’ answers. Furthermore , even if there was a feedback , it was not very detailed and the length of the teacher’s response as depicted in the field note varies between four or five words long , for instance : “ *manner or method*”, “ *We can use both* ”, “ *Yes , but its’ long*”, “ *no job*”, *ect.* Moreover, most of the questions were display questions (questions for known answers) and by definition such type of questions do not support student engagement in the class and, thus, cannot influence classroom interaction very positively as compared to referential questions (question for unknown answers) which stimulate spontaneous answers an authentic students’ responses. Moreover, referential questions can construct neutral discourse and encourage longer responses from students (Long and Sato, 1983). The table 5.8 shows the number of display and referential questions depicted in the four lesson performed by the participating teacher during the period of the class observation.

	Number of Display Questions/ (Percentage)	Number of Referential Questions / ( Percentage )	Total / (Percentage )
Lesson 1	13 (86%)	02 (14%)	15 (100%)
Lesson 2	7 (88%)	1 (12%)	8 (100%)
Lesson 3	7 (88%)	1 (12%)	8 (100%)
Lesson 4	3 (30%)	7 (70%)	10 (100%)

**Table 5.8: The proportion of Display and Referential Questions**

Table 5.8 shows clearly that most the teacher’s questions in the three first lessons were display questions which can explain the reason for that noticeable proportion of short answers given by students during the class observation in the three sessions successively. The participating teacher, hence, did not dare to ask questions demanding critical thought ( Sadker and Sadker , 1992) since they might be more ‘time consuming’. However, in the last lesson there was a clear attempt from the participating teacher to ask more referential questions ( 70%) and with change of the room seating plan , the students appeared to be more outspoken and ,

thus ; showed more engagement towards the lesson content and interacted more with their instructor using longer sentences this time.

It should be also noted that though the teachers’ questions did not involve type of questions that establish the students’ background of information only in few times (see appendix V) by recalling facts that can stimulate students’ interests and curiosity towards the course, they did entail any signs of humiliating or racist language that might cause embarrassment or means for punishment to the students.

The lavish teacher’s talk during all observed sessions was another depicted feature during the class observation. The teacher’s talk, thus dominated most instances of the classroom discourse .This includes the initiation of the topic, the allocation of turn and the evaluation of comments and feedback to students’ responses. The table 5.9 shows the amount the teacher’s talking time (TTT) and the students talking time (STT) in the four lessons under observation.

	<b>Teacher’s talk Time ( TTT)</b>	<b>Students’ Talk Time ( STT)</b>	<b>Silence Time</b>
<b>Lesson 1</b>	35 mins / 70 mins (50%)	5mins/ 70mnts (7%)	30 mins / 70 mins (43%)
<b>Lesson 2</b>	22 mins / 60 mins (36%)	3mnts / 60 mins (5%)	35mins/60mns (58%)
<b>Lesson 3</b>	38mins / 70 mins (54%)	13mnts/ 70mins (19%)	19mins /70mins (27%)
<b>Lesson 4</b>	29 mins / 63 mins ( 46% )	21mins/ 63mins ( 33% )	13mins /63mins (21%)

**Table 5.9: Percentage of Teacher and Students Talk**

As an observer , I had the impression that the participating teacher was talking too much and the data in table 5.9 came to confirm that feeling with the exception for the last lesson where , for reasons that have already tackled in last analysis before this one , the students shared an important amount of the class talk. Indeed, such excessive TTT was the result of certain conducive techniques and behaviours from the part of the teacher such as for instance, the

teacher tried to give long and unnecessary explanations (sometimes in L1) , for example when she gave explanations of words like ‘ *multiparty* ’ , ‘ *elections* ’ and ‘ *assembly* ’ when these words can be introduced in a lexis activity ( finding synonyms , opposites or definitions), as that there were moments when the teacher seems to ask questions and answer them herself, for example when she asked to remind her of the last lesson point which was about ‘ *colonialism* ’ and no one answered , then she gave the summary of it herself. Moreover, she sometimes introduced facts that did not pertain to the class for instance, she moved to talk about the ‘ *constitution* ’ of Algeria when the lesson was about ‘ *political parties* ’ .

This happens when we know that we are talking about a Grammar and Reading class and not a Listening class (where the teacher normally talks more) . Moreover, recent theories in pedagogy insist on seeking strategies and techniques to reduce the teacher talking time (TTT) for varied reasons. Darn (2007), for instance, states that the students’ initiative for learning has been prevented by the Teacher Talking Time which is considered also as an obstacle that restricted students’ opportunities to use the target language and a direct cause of boredom and monotony. Hence, the students’ opportunities for developing the speaking skill are often limited. Most importantly is that the teacher explains lavishly information that students can find out themselves especially at a such a level of Higher Education where students are asked to do research studies and develop their inquiry skills.

As depicted in table 5.9, the target teacher - students’ talk involved sporadic moments of silence .Naturally some instances of silence talk covered the time students spent in doing the written tasks (translation of text paragraphs, for instance).However, part of the silence time also was devoted to the ‘Wait Time’ that the teacher gave to her students each time she asked them a question.

With regard to the use of L1 in that specific purpose EFL class which is teaching English to political sciences students, Both participating teacher and students have a ‘strong’ tendency to use L1 in class and this is apparent in the depicted discourse during the class observation (see appendix VI) . Table 5.10 counts up the proportion of the L1 (Arabic) and L3 (English) in both of the teacher and students’ talk.

	English ( Teacher )	Arabic ( Teacher )	English ( Students)	Arabic ( Students)
Lesson 1	100 %	00 %	96%	4 %
Lesson 2	100%	00%	94%	6%
Lesson 3	55%	45%	10%	90%
Lesson 4	40%	60%	08%	92%

**Table 5.10 : The Proportion of L1 in the teacher and Students' Talk**

Both of the teacher and the students' discourse during the target class interaction in the first two lessons went on without or almost with very little use of Arabic. This might be owed to the type of the lesson which was typically a Grammar class. Naturally, in such type of class, the rules of grammar constitutes the main components of the lesson flow and, thus, the role of the teacher became easier since she had only to explain the rules right from the beginning (deductive method) as it was the case with the first group and then she finished the lesson with some activities of practice especially she used a direct method (and not Grammar Translation Method) to present the different rules of the Wh-questions' usage. The students, obviously assumed almost a passive role while she was explaining the lesson points and even their interaction was at its lowest degree in Arabic, let alone in English. However, with the two last reading lessons, I was surprised by the amount of Arabic use that characterised both of the teachers and students' classroom interaction discourse as table 5.10 can depict. This can be understood when you came closer across to the students' weak level in English especially their speaking skill abilities. Indeed, the use of L1 in EFL classes is still a matter of debate between scholars. Krashen (1981) one of the advocates of the monolingual approach argues that the path learners follow to acquire a foreign language is similar to the one they follow to acquire their mother tongue. According to a lot of teachers, the use of L1 in the EFL classes should be discouraged for a number of reasons. Indeed, they are afraid that it can be a habit that both teachers and learners resort to whenever they face a difficulty. Moreover , the use of L1 may be misleading and learners' errors may emerge because of the L1 transfer and thus wrong translation patterns can occur as it was the case with the word ' Primary'; an attribute to one of the Algerian parties in the target text; which was translated as ' The first party to appear historically' when simply it meant ' the most prominent' .However and on the other hand , other scholars such as Widdowson ( 2003) , for instance ,Who stood in favour of a more explicit bilingual approach in EFL teaching. The advocates of this approach state that learners coming to the classroom do not come out the blue, they certainly come 'loaded' an undeniable native

language and cultural heritage. Eventually, the use of L1 in EFL classes and typically in specific area of English language teaching and learning might be tolerated but in a principled way. Thus, the teacher can resort to teach vocabulary through translation activities that can help learners explore the nuances of vocabulary items in both languages as that comparison between the L1 and the target language grammar often generates interesting results. With regard the participating teacher, female teachers are sometimes described as communicative facilitators and more tolerant of L1 use if compared to male teachers (Chaves, 2000).

With regard to non-verbal communication and gender equity, the observed teacher showed an ability to involve all despite the fact that more than half of the class attendance consisted of female students. In fact along most instances of the attended lessons, she tried to make eye contact with the entire audience. Certainly, this is part of the teacher's empathy since it can help her detect confusion or ambiguity among students. She also had a 'hidden' smile on a possible belief to show seriousness with her students. Indeed, I did not recognise if this is a regular behaviour or a reaction to the fact that the course was under observation. Yet, on the whole the participating teacher succeeded to manage her class to a far extent due to the small number of students who attended the observed classes.

Along with the classroom interaction and the general flow of the lesson progress, the teacher did show many skills in monitoring the lesson in terms of clear sequences that should end with and overall summary. In the grammar lessons, for instance, the warming up step was not clearly set out to grab the students' motivation, as that no assignments were used to round up the presented lessons. Indeed, one Reading lesson deviated from its focus ( political parties) to introduce a new item( constitution) . This might happen in any classroom interaction but it is the teacher' role to bring the talk back to be directed to the lesson main objective and focus using the appropriate tact and skills .However, This was not the case with the participating teacher since she just let them the students talk (even in L1) about the new raised item till the end of the session. An overview view on the way the lesson was presented would reveal that the Presentation ,Practice, Production Approach ( PPP) was not clearly used in all observed lessons especially that the Production phase , for instance , seems to be ignored to teaching grammar and vocabulary and the reading texts as well. With regard to the teaching of grammar , for instance , it usually starts with the presentation of grammar rules( Presentation) which are , then , practised in a mechanical or controlled manner (Practice) and finally , freer communicative activities follow ( Production) ( Tomlinson and Masuhara 2013)

With regard to the use learning aids and teaching materials, the classroom was not equipped with any visual aids .The only available aid for the teacher was the white board which looked in a rather poor state in both rooms. Indeed, the board was scratched in many parts of it which made the teacher's writing looked almost illegible on it. There was not a textbook, so the teacher had brought handouts of the reading texts in the two last Reading lessons (see appendix VII) but for the two first Grammar lessons she did not bring any copies and she relied only on the board to explain the Wh-questions grammatical rules. With regard to the selected text for the reading comprehension task, the text looked authentic since it was take from 'The Al Arabiya' News as its source indicates. Yet, it carried all features of contrived texts which are usually presented in short and easy forms. Indeed, in the follow up discussion, the teacher explained that she adapted the original text version to make suit the level of the students. At first I did not see the reason which let the teacher present the text without the reading comprehension questions on the handouts. Yet , the teacher in the follow up discussions said that she did not want to introduce the comprehension questions with the target text in order to keep the students' attention focused on the text only and not let their concentration distracted when they might be trying to do all the activities and forget about the text. With regard to the selected activities, the teacher focused more on using translation as a unique classroom activity as a prominent task along all the lesson presentation stages , hence , it was not easy to observe the order of the activities and their gradation as well.

Each time the teacher explained the meaning of a new vocabulary, the students annotated it on their handouts; a common behaviour that is depicted in the most handouts of English texts given to political science students as it will be confirmed in the document study phase later on .The students, of course, seized the opportunity to learn vocabulary in a communicative context for better learning. It was obvious that the students annotated most of the texts' difficult words without differentiating general vocabulary from specific area of study (politics) vocabulary as that some of the annotated vocabulary did not belong to the high frequency words the political science English discourse.

After attending the six different class sessions (including the two exam sessions' correction) , I can admit that the students' interaction level was not up to my expectations. The failure of the teacher to involve her students in the most instances of her lessons' presentations may be owed first to the lack of the students' interest to the English course and to the monotonous atmosphere that characterised the teacher's lessons delivery in terms of the adopted teaching methods, techniques and procedures.

### **5.7.3 Document Study**

To provide more understanding of the current study situation, the researcher resorted to collect and study other documents related to the planning and the teaching of the political sciences module at Chlef University. These documents included the general objectives of the English module implementation in the department curriculum, handouts of the reading comprehension and grammar tasks and third year English examination papers.

#### **5.7.3.1 The Course Objectives and Status within the Curriculum**

With regard to the English module status and the general objectives from its implementation within the political sciences curriculum (see appendix IX), The objective is to improve the students' level in the mastery of English as an international language which has become a requirement for the political science student with more focus on the study and analysis of the English texts of political science content. That is why it seems clear to see teachers of English working with political science students devote more time and space of the course to text analysis through reading comprehension tasks. Yet , it is legitimate to wonder if the students in such specific context of English language learning are equipped with the appropriate skills and strategies that can enable them to understand texts of English with such specific area terminology and discourse. This may include, for instance, the learners' potential to manage the bottom- up model where the reader begins with the written text (the bottom) and construct meaning from letters , words and phrases found within, and then process the text in a linear way (Nunan, 1991). In parallel with that, the teacher should check the students' abilities to gear the top-down model where the focus is on the reader's prior knowledge expectation about the text. This is not to forget about the role of the teacher in the development of the metacognitive reading competence strategies. Thus, learners are to be trained on not just what to extract as meaning from a text but to acquire the good monitoring of the comprehension process which covers rapid word recognition, genre and type of text awareness and discourse organisation (Tomlinson and Hitomi, *ibid.*)

The students' prior knowledge and the basics acquisition and mastery of other relevant political science subjects such philosophy, economics, contemporary history and judicial and administrative concepts is a requirement for a political student in the process of English language learning and the English module implementation in the political sciences' curriculum.

A fact , as already discussed in the Chapter One , that makes the student in such specific area of English language learning know more about the subject than the teacher himself.

However, one last clear objective of the English module implementation in the Department of Politics is to ascertain the students' mastery of the linguistic rules that govern the English language and help them understand, analyse and evaluate current topics in politics dealt with in English. Again this is to confirm that in a similar ESP context, the teacher of English is no longer the primary source of knowledge and that the student becomes the ' primary knower' since he or she is more pre-occupied with the specific discipline area content. Yet, the English teacher assumes an active role in detecting the language problems that students may encounter while trying to deal with political science knowledge which is a good reason to work in collaboration with the content teachers in the area of politics.

### **5.7.3.2 The Reading Comprehension Texts and Grammar Tasks**

An outlook of a range of texts given as a teaching material to students during the reading comprehension session revealed a set of ordinary features that students o may be exposed to in texts of other disciplines apart from the type of vocabulary and content they entail. These features cover mainly the size of texts which range from 120 to 130 words carrying simple vocabulary and more general English vocabulary than specific content area terms. It is important also to mention that texts on the handouts are presented without the activities supposed to accompany them. Clearly, most examined texts carried the students' annotation on them (see appendix VII) . The teacher seems to rely on the translation task as the main activity to make students understand the target texts and ,thus, she did not feel the need to devise extra activities .While authenticity of texts has often beeb stressed as a strong motivating strategy, most target selected texts are presented without mentioning their source ( this can be a newspaper article for instance).According to (Tomlinson and Hitomi, *ibid.*), texts and tasks should be authentic in order to prepare the learners for the "*realities of language use*" especially in lack of a textbook as in the current situation where the teacher assumes a more important role to present the learners to meaningful engagement that and class interaction that only authentic materials can provide .

With regard to the lack of a textbook, it is another handicap in the path of the students' engagement towards the course and class control .Though there still opponent views that believe that only teachers and administrators who can benefit from a course book (Tomlison, 2010) and

an element that removes initiative and power from the teacher, it is an effective tool that provides uniformity to the syllabus and security for the system. Moreover, it sets up the students' progress, saves the teacher's time and helps the administrators to achieve credibility and standardisation (Torres and Hutchinson, 1994).

The presented texts do not share the same format and one consistent form of writing. For instance, handouts sometimes expose merely lists of definitions to political terms which raise the question of the purpose behind setting such decontextualized concepts when it is possible and more useful to present them in a relevant context. Moreover, some texts are handwritten while it is expected to only type texts in a digital world where the keyboard seems mightier than the pen let alone the quality of the word-processed text which is far better than the text written by hand. The lack of consistency also characterises the size and the type of the writing style since some texts are italicised.

The target texts dealt with topics that revolved mainly around political sciences' themes such as Human Rights, Contact among Nations, Advertisement, Colonialism, ect. It was clear that the teacher's choice of certain topics (Contact among Nations, for instance) was a deliberate choice that was in accordance with the content of the other political sciences' subjects. However, it is still worth asking on what basis the teacher's selection of other topics (such advertisement, for instance) was done.

With regard to the selected grammatical lesson, the teachers of English in the department tended to adopt the deductive approach where rules are presented first before any other practical drills. This might be owed to the belief that the deductive generally save time and effort though in practice it requires more teacher's spoon feeding and, thus, generates more dependent students. Yet, in the current Communicative Approach age , learners are asked to develop their own grammatical competence as autonomous learners who should know how to use and learn a language ( Widdowson, 1990). Moreover, it is noticed that for pedagogical purposes grammar is taught with a decontextualized practice where students are exposed to a set of independent examples that involve the envisaged structure .Eventually examples carrying the target structure are elicited from learners as part of controlled practice and to avoid learners use forms of language that they have not learnt yet. The questions that is worth asking again is on what basis grammatical lesson structures are selected to be taught. A common approach to grammar teaching generally asks learners to notice the forms as they occur in the input context ( reading

passage , for instance) and consider how forms are used to establish particular meanings in the context learner are exposed to.

### **5.7.3.3 Examination Papers**

The last studied documents were the English module exam papers set for the third year political science students. Indeed, the exam paper layout followed the same pattern of any common reading comprehension module exam paper in the Algerian schools and universities' context in general (see appendix VIII ).This included a text of 3 or 4 paragraphs long with 120 to 130 words .Some selected texts looked authentic since they were taken from electronic journals and newspapers. Yet, some other texts appeared without any clear source. All selected texts cover topics that are generally related to the field of politics; the students' specialism. The text is followed by questions which are generally grouped under three main sections: Comprehension questions, Mastery of Language and Written Expression Sections. Naturally, exams are part of the post-use evaluation or assessment that aims at measuring the real outcomes of the teaching materials used in the course objectives. Hence, the teacher has to set out the exam according to such objectives and to the materials he has already prepared for the learners. Most importantly is that reliable decisions are made for possible adaptation of replacement of the taught materials after the data that exams and test can provide (Tomlinson and Hitomi, *ibid.*). It is important, then, to wonder if the teachers of English at the Department of Political Sciences, the target study context, are aware of these facts and attempt to take them into consideration while devising their English tests and exams .One would doubt that belief especially that most gathered exam papers follow the same pattern in terms of texts' length, the type of selected activities and their degree of difficulty.

With regard to the type of selected activities for the English written exam, the exam often proceeds with question about the text format such as counting the number of paragraphs or the number of sentences (affirmative or negative sentences) in each paragraph or directly asking them about the type of the given text. The students in the next of stage of activities which is the reading comprehension task which includes display questions ( Wh- and yes/no questions or Multiple Choice Questions), True or False and word reference tasks. Such questions seem apparently to test both of the students' skills of reading for the text main idea and finding specific information or reading for detail. Moreover, it sometimes envisages understanding the attitude, the opinion and the purpose of the writer. At the same stage, students are also exposed to vocabulary task such matching synonyms or opposites with the aim to understand such

vocabulary when being used in a context which is the exam text .In the Mastery of Language Section , students are generally asked about grammatical or lexical points that they have already exposed in class. This entails sentence transformations such as passive / active transformation and reported speech, table completion (that includes noun, verb and adjective) and sentence matching. Obviously, the teacher’s objective in this section is to check and evaluate students’ understanding of the grammatical and lexical structures that have already been tackled in class. Finally the exam paper ends with the Written Expression Section which entails unexpectedly questions like Re-ordering sentences and Gap –Filling which normally denotes discourse and not the written expression task and in very few times students are asked to write a longer piece of text as a free topic. Certainly, the writing section in the end aims at testing the students’ abilities to write a short message that includes certain information.

As a matter of fact, it should be mentioned that some of gathered exam papers did not follow the same pattern in terms of format and the type of the suggested questions. For instance, some papers only included free tasks without relying on a text as a basis for comprehension activities. This fact might be owed to the lack of coordination that should exist between the teachers of English in the department at least in the examination stage while it seems unreachable for one reason or another in the other aspects of the English course.

Raising the issue of exams and tests would lead us to talk about notion of scores and feedback in the evaluation process. A quick outlook of some of the students’ exam scripts revealed that they only carried scores without any detailed feedback to the students’ work. Hence, it is time to stop considering the assessment task as a mere scrutiny that can only provide grades as clarified Michel Foucault's (1979) words *“Our ‘modern’ testing systems are built upon an ancient human urge to perpetuate a ‘marking and classification’”*. Thus, it is time to move to the level of making from it an important step of adjusting students’ performance and learning practices through helpful feedback from the part of the teacher.

Contrasting the already treated quantitative data with the qualitative one revealed complementing and contrasted results at the same time. Hence, although students, for instance, expressed their passion to learn the English language, they did not show much enthusiasm inside the English classroom to study the English language. In fact, the students’ lack of motivation to study English had a negative impact on the teacher’s performance as well in the sense that the teacher comes to classroom without much preparation and innovation at the teaching methods and techniques. One clear fact that was depicted by the gathered data is the

lack of the classroom teaching visual aids. Moreover, With the lack of a textbook, the teacher relied only on handouts for displaying texts and activities as the only supportive material to present lessons for her students. Most importantly, the overuse of L1 in class came to refuted the teacher's claim that they rarely use it in class. The class observation revealed that the L1 is omnipresent in most instances of the class interaction. Thus, students besides being deprived of a real English use support outside the classroom, they are encountered to sufficient English talk inside the classroom. Finally, it is noticed that much of the students' interest to study English is based on the exam scores and thus their class attendance to learn English seems to be exam based. While attending the exam correction session, I noticed that the teacher did not display the correction of the exam questions on the board and the only thing she did was handing back the students' exam papers with scores only and with no sort of comments or remarks on them. This shows the sort of relationship that still tie up the teacher to the students which is based most of the time on more scores and less feedback unfortunately.

To sum up , the data collected through the different current research tools revealed that the students' real challenge remains the in the development of their speaking skill beside other general and academic skills that are relevant to English language learning and its involvement in the field of politics , the students' study branch. Hence, the teachers of English assumed an important role in designing courses that would match students' level of interest and motivation seeking the utmost students' engagement and classroom interaction.

## **5.8 Conclusion**

This chapter was devoted to expose the analysis and the findings of both quantitative and qualitative data of the current study which was gathered through the different research tools (the teachers and the students' questionnaire ,the teachers' interviews, the class observation and the document study).Interesting results were revealed which would lead the researcher to think of possible useful practical issues that should meet the political sciences students' needs and the English course objectives and general requirements.

## **Chapter VI**

# **Pedagogical Implementations: An English Programme Model for Political Science Students**

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## **6.1 Introduction**

The following chapter will be devoted to provide a model of a programme of English module for third political science students. The materials used in this model seem more suitable for political science students than any other discipline since they are based on political texts and vocabulary. The main purpose of this programme is to help learners become more interactive in the English classroom and get used to the authentic political science English discourse. The programme is organised according to teaching units that entail a number of lessons with varied exercises in the main teaching skills. These tasks are devised to develop the students' communicative competence.

## **6.2 Syllabus Definition**

Before giving a definition to the term syllabus, it is necessary to point at the confusion in literature between the terms "syllabus and "curriculum». Richard (2001) refers to a syllabus as being the specification of a course content instruction and its teaching and testing process. According to Hutchinson and Waters (1987, 80), "*a syllabus can be described of what to be learnt, it reflects language and linguistic performance.*" Yet, a simpler definition of syllabus is the one given by Yalden (1987) who describes a syllabus "*a summary of the content to which learners will be exposed.*" Munby (1978) also views the importance in a syllabus the actual ability of learners, the target language learning purpose and the course expected learning situations. In general terms, a syllabus is a list of topics to be covered in an education or training course. With regard to curriculum, it is a wider term that covers all the activities and arrangements made by the institution throughout the academic year to help learners and instructors. This might involve the syllabus, the teaching materials, the staffing and the time tabling. In this view, White (1988) sees curriculum the umbrella that covers methods, objectives as well as contents. As a matter of fact, the term programme in the current study would definitely refer to syllabus components intended for the target group of students in the Political Science Department.

## **6.3 Guidelines to Syllabus Choice and Design**

The programme of the current research was devised according to certain criteria that generally represent the major guidelines for choice of the topics, the objectives and the gradation of its relevant tasks. Thus, it was developed according to the learners' present and target needs that were depicted after the analysis of the results obtained from the students'

questionnaires and the classroom observation sessions. Moreover , the choice of the texts , the tasks' objectives and the vocabulary sprang from both the notion of ESP learner as 'student participant' and his/ her awareness of learning role ( Sifakis ,2003) and the students' learning preferences who tend to encounter topics that are closely relevant to the content of the other students' non-English disciplines in the Political Science Department. Much focus was on the interaction aspect in the selection of the tasks and the variety of activities' types (pair work and group work).There is a balanced share of importance for the main learning skills though the devised programme would suggest more time to the speaking skill since the results showed that the students expressed their tendency to have more time devoted for the speaking in the English course. The language proficiency level was another criterion that was taken into consideration in the framing of the current syllabus and a degree of students' ability to the suggested texts' understanding accessibility was considered especially after the author attended some classes with the students and discovered their real English level. The lack of textbook, the shortage of materials (including ICTs), the size of the students' groups and the allotted time for the English module were important elements that were into account in the shaping of the final outcomes of the devised programme for the groups of political science students in this research.

#### **6.4 The Purpose of the Programme**

The programme aims at developing the communicative needs of the learners through appropriate language use in authentic situations. By communicative needs the author means the language lacks which the learners need to overcome through effective classroom interaction between themselves and with their teacher as well. Hence, the programme aims to engage the learners in interpersonal communication activities like conversations, group debates, class communication activities which enable them to improve their fluency and their speaking skill through the different interactive tasks. Here are some of the communicative needs that the programme model aims to develop:

- Asking questions
- Reporting events
- Evaluating ideas
- Sharing opinions
- Translating short passages
- Solving a problem
- Learning communication meaning

Moreover, it aims at providing the learners with a useful stock of political science content vocabulary through the selection of texts and topics that are relevant to that special area register. The sequences also involve translation activity where the learners also are asked to translate definitions into the first language (Arabic). The task of translation came as a response to the both teacher and students' teaching and learning habits respectively. Indeed, after attending the English class with the political science students, the author noticed that an important chunk of the classroom interaction is performed through word by word translation, hence, it was advisable to devise a task of translation to given definitions of political science terms and concepts.

### **6.5 The Programme Approach**

Compared to year 1 and 2 where the focus main objective is to fortify the students' command of the language system. ,the third year students' learning purposes turn more to be more vocational which is the core element of the communicative approach and ESP as well. Hence, more importance was given to the development of both of the students' oral and written communication skills (Basturkmen , 2010). This entails the four macro skills listening, speaking , reading and writing and the micro skills under each one of the four areas. Beside the focus has been on the register of political sciences ( press conference , news report ,ect..).It is important to mention that much guidance has been taken from John Munby's Communicative Syllabus design to devise model of programme in this research.

### **6.6 Corpus Selection**

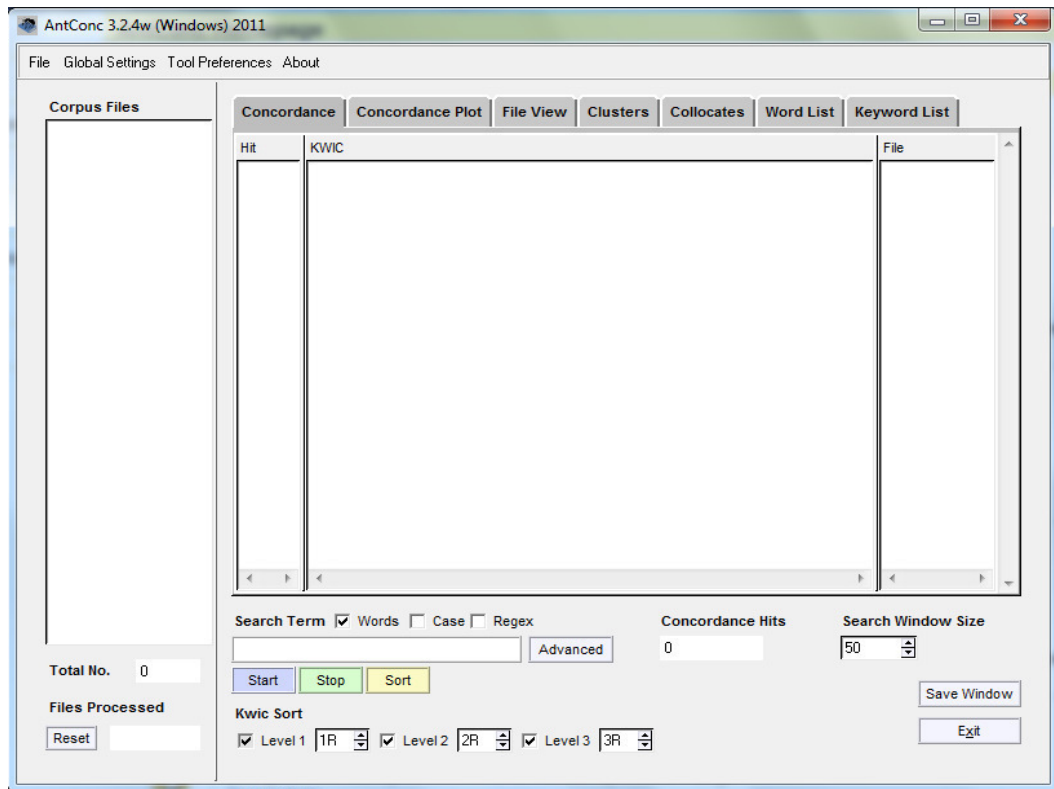
In recent years there has been an increasing importance of using corpus findings in language teaching pedagogy. Hopefully the computer has helped a lot course designers and lexicographers to store large corpora and use them in language teaching. In this view, Carmen et al., (2010) state that corpus studies provide useful evidence to teachers and researchers with a wider perspective into language use and help them understand how language works in specific contexts .The urgent call to use corpus in language pedagogy is due to the fact that scholars find that the usage of grammatical structures in classroom differ completely from the use of these structures in the English of a native speaker (Mindt, 1996).According to Mindt ( 1996, p.232), textbooks often present a kind of school English that does not seem to exist outside the foreign language classroom; a fact that often prevent learners from a successful communication with native speakers . In the same regard, Sinclair (1996) defines corpus as “*a collection of pieces*

*of language, selected and ordered according to explicit linguistic criteria in order to be used as a sample of the language.”*

With regard to the use of corpus in language research, teachers and researchers then can easily check the list of the words not to miss anyone of them since they are already ordered by frequency in the computer. Teachers and learners now can have access to wide range of fully corpus-based materials (such as textbooks , dictionaries and grammar books).One other advantage of a corpus is that it provides accurate meaning to the words since it shows how words are used in language by giving all the examples of a word in a context (concordance).Similarly there can be thousands of examples of word if the corpus is big, then the computer again can make a summary of the contexts and collocations and prepare what is known as ‘the sketch word’ for the word.

With regard to the present programme, it is backed up by the ‘Wall Street Journal’ (see appendix X) as reliable corpus that entails authentic texts and appropriate language forms for the political science students. The choice of newspaper as corpus is owed to the fact first that teachers and students in such a special area of studies (politics) are naturally attracted to authentic texts.

Finally, ‘The Wall Street Journal’ texts, after being compiled, also served as a basis to check the grammatical structures presented in the programme model ( passive usage , tenses , adjective and adverb placement , ect...).The texts’ concordance and analysis was executed in the free corpus analysis toolkit Antconc ( see figure 6.1)



**Picture 6.1:Antconc Text Analysis Tool**

The Analysis has gone through the following steps:

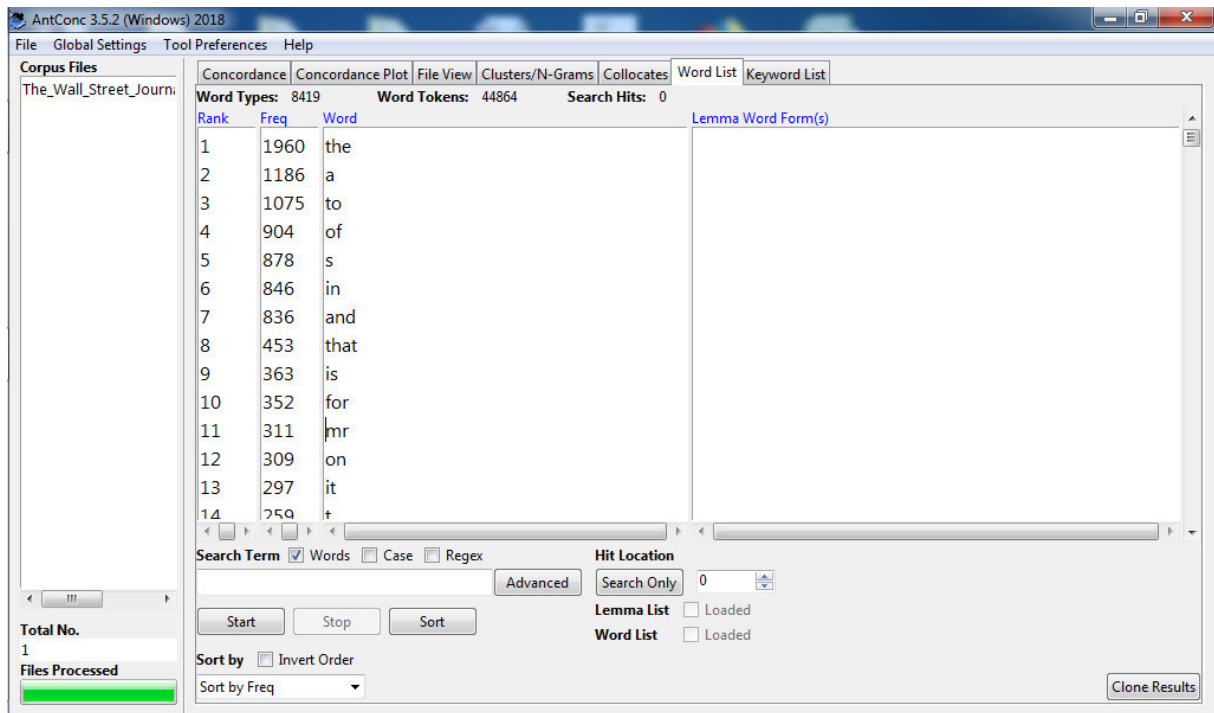
- Downloading the ‘Wallsteet journal’ electronic copy;
- Converting into plain text for use into Antconc Corpus tool analysis ( see appendix XI);
- Loading a reference corpus ( General English)
- Loading the file on Antconc corpus tool analysis.

Three main options were accessed in Antconc for checking the most frequent words in the target corpus :

Word list: This allows for a quick search for most frequent words in a corpus. The target corpus consist of 8419 <sup>1</sup>word types and 44864 <sup>2</sup>word tokens (see picture 6.2)

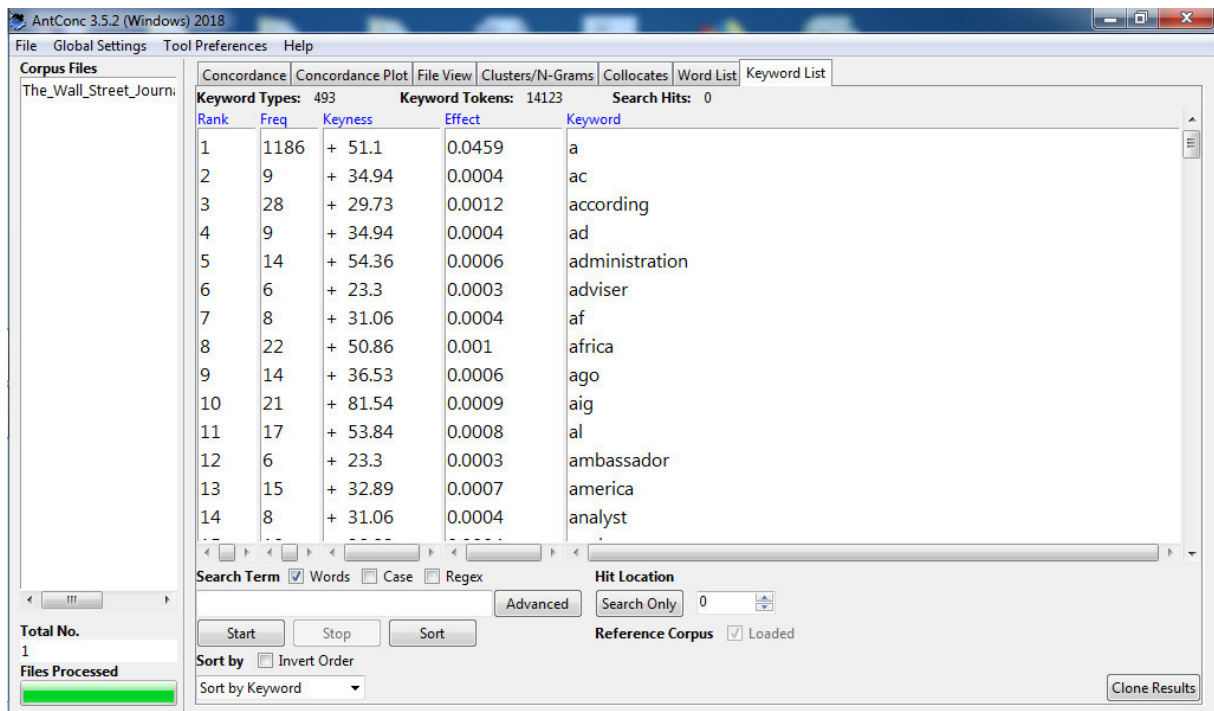
<sup>1</sup>- The term "type" refers to the number of distinct words in a text, corpus etc

<sup>2</sup>-The term "token" refers to the total number of words in a text, corpus etc, regardless of how often they are repeated.



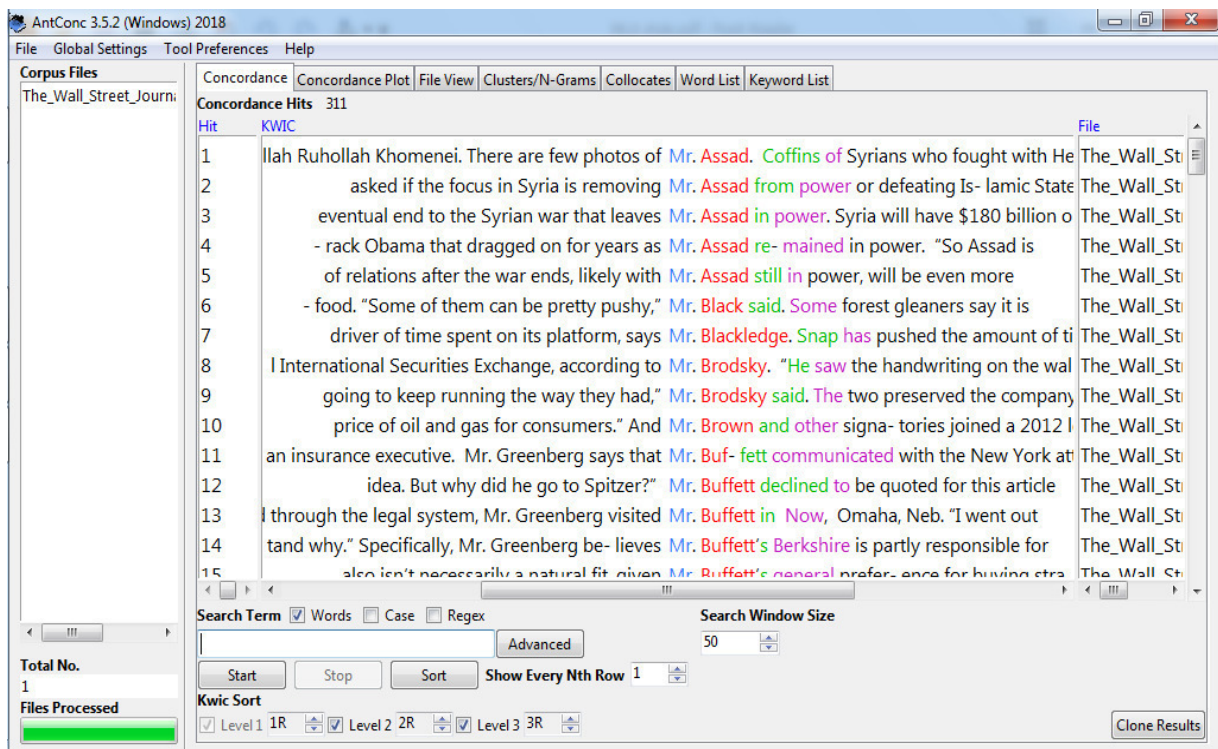
Picture 6.2: Word List

Keyword list: It shows the frequent words in the corpus in comparison with the words in a reference corpus (see picture 6.3)



Picture 6.3: Keyword List

Concordance: This tool shows how words are used in a context (see picture 6.4).Hence, you can identify the type of the common words that proceed and follows the target term.



**Picture 6.4: Concordance**

The analysis of the corpus of the “Wall Street Journal” on Antconc revealed the following linguistic features that are common to nearly all newspaper political written discourse. Here are some of the key features depicted in the target corpus and which served as the basis for the texts and tasks elaboration for the current study programme model:

-The overuse of the past and present perfect tense : ..... “..... *Schumer of New York has made clear that....*” ..... “.....*his staff has failed to absorb ...*” .... “ *...his family has been accused for ...*”..... “ *.....of those ideas has moved crazy...*”

“.....*became clear when he found....*”..... “.....*The EU made it clear in its draft....*” .... “*...And in the middle came Sam ‘ the Man’ taylor.....*”..... “.....*she and their peers spent most of the past...*”..... “ *.... a deal, Mr.Trump called a disaster....*”,ect.

-The overuse of passive sentences: .....“ *Plan of Aleppo used by Syrian and Russian forces*” ..... “ *...Country would remain bound up by rules....*” ..... “*his advice is welcome by Jenny Gross London ...*” ..... “ *... an event carried live by state media...*” ,ect.

The alternative use of direct and indirect quotations: .... “*Three Senate Democrats have said they would vote for Mr.Gorsuch.*” ..... *He announced his support to Mr.Gorsuch : I am doing whatever I can to preserve the 60 vote rule.*” .... “ *In a statement released Saturday , Mr.Mkhize warned the way Mr.Ghordan was to let go may have had long undesirable consequences for the ANC and South Africa.*” ..... “*Dinner with the Donald,*” Mr.Farage wrote in a twitter post. .... “*Prime Minister Theresa May declared her wish for a deep and special partnership with the EU*”.

The most frequent words appeared as follows:

Word	Frequency	<sup>3</sup> Keyness	Rank
year	147	450.003	6
Trump	107	417.772	7
President	62	242.189	19
Market	58	172.833	25
Investors	38	148.439	30
Democrats	34	132.004	37
Global	33	96.493	55
Senate	28	94.633	57
Syrian	26	93.179	60
Election	24	87.154	69
News	20	82.750	79

**Table 6.1: The Words' Keyness Sample**

Obviously this is just a sample of the most frequent words in the corpus of the World Street Journal as compared to the General English Corpus.

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<sup>3</sup>The rate of the word distribution across both corpora calculated as follows:

$(\text{Norm frequency in SC} - \text{Norm frequency in RC}) \times 100 / \text{Norm frequency in RC}$  Norm Frequency normalized frequency , SC=Study Corpus , RC = Reference Corpus

## 6.7 The Organisation of the Programme

The programme is organised around materials that are based on tasks and academic skills that the students under focus might most need to use to learn English in such a specialised area of political science. Hence, the reading course, for instance, will entail skills such as skimming for the general idea, scanning for specific information, guessing vocabulary from context, finding main ideas, using suffixes, prefixes, roots and the like.

The skills are presented through tasks that are graded and sequenced according to the author's perception of their usefulness and the sense of their chronology and frequency as well. As it was already mentioned, the programme included topics and texts from the students' own specific area (politics) and also topics and texts in the general area of interests (economics) to cater a range of learners' experiences whom might enjoy getting involved in areas that are close to their specific area of interest.

The following are the main sequences that shaped the general framework of the study programme model:

- *Lead In*: This section aims at familiarity with the proposed topic of the section, and anticipation of the unit outcomes with reference to the background knowledge of students.
- *Pronunciation*: It aims to conduct phonetic training of the unit of the main lexical units of the section
- *Reading Comprehension*: This section presents a range of tasks in order to reveal the degree of understanding of the authentic reading material (short passages from books , magazines , newspapers and the Internet ).
- *Vocabulary Explorer*: It offers tasks of lexical nature based on reading comprehension text material.
- *Grammar Explorer*: The aim is to enable learners notice language forms as they occur in the reading comprehension context (around the text rubric) learners are exposed to, deduce the rules and establish particular meanings out of the given language forms.
- *Word building*: the purpose here is inducing the students to develop familiarity with certain features of word formation that are relevant to special area vocabulary.
- *Speaking* : The section includes a system of tasks for the purpose of developing the communicative competence of students through authentic tasks that entail political discourse features.

- *Writing* :The section involves a range of written assignments which present authentic materials .It gives students the opportunity to further consolidate the already discovered grammatical structures and learnt vocabulary and discover the different kinds of writings ,for instance ,a news report and complaint letter.

### 1<sup>st</sup> Semester:

<u>Unit</u>	<u>Reading</u>	<u>Writing</u>	<u>Speaking</u>	<u>Grammar</u>	<u>Word building</u>
<i>Human Rights</i>	Civil Rights	Child labour	University rules	Modal verbs (Should and ought to)	Abbreviations
<b>Politics and the Youth</b>	The role of Youth in the Defence of Democracy	Vote for Us!	Youth as Voters	Expressing ability	Useful Prefixes (2)
<b>Democracy and Political Parties</b>	The Origin and the Development of Political Parties	Youth Rights	Guidance on Campaigning and Political activity	Expressing Purpose	Noun Suffixes
<b>International Relations</b>	The International Relations Origins	News report	Press conference	Passive	Ed –Ing Adjectives

### 2<sup>Nd</sup> Semester

Unit	Reading	Writing	Speaking	Grammar	Word Building
<i>Identity and Nationalism</i>	Identity and nationalism, are they the same thing?	A complaint letter	Card game :Expressing opinions	Expressing Similarity and Difference	Up and down verbs
<i>The Market Economy</i>	Features of the Market Economy	Advantages & disadvantages of ME report	Advantages & disadvantages of ME Debate	Adjectives and Adverbs	Useful suffixes ( noun formation)
<i>Globalization</i>	What is Globalisation	Positives and Negatives of Globalisation	Cultures around the world	Reported Speech	Useful suffixes( adjective formation)
<b>Disarmament</b>	Children and Armed conflict	Women versus men leadership	Promoting the culture of peace	Present Perfect Tense	Useful suffixes : less and full( adjective formation)

**Table 6.2: The programme map**

## Unit 01: Human Rights

Lead in:

1-Look at the pictures then match each name of famous people with its corresponding picture.



-Will you add more information concerning each personality?

2-Pronunciation: make sure you pronounce the following words properly

Human Rights – freedom – discrimination - free speech – slavery – education- culture of peace – opinion – convention- racism- obligation- tolerance.

3-Translate the following definitions and memorize the terms

A -**Human rights** : Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death.

B-**Discrimination** : the act of making or perceiving a difference

C-**Freedom of speech** : the right to articulate one's opinions and ideas without fear of government retaliation or censorship, or societal sanction.

D- **Fair trial** : a trial that is conducted fairly, justly, and with procedural regularity by an impartial judge and in which the defendant is afforded his or her rights.

E- **Unlawful imprisonment**: occurs when a person is restricted in their personal movement within any area without justification or consent.

4- Take turns to exchange and discuss the drafts of the translation.

### Reading Comprehension passage

The Universal Declaration of Human Rights lists many freedoms that should be granted to individuals around the world. Some examples of individual freedoms include the following: Freedom of opinion, and speech, freedom to give and receive information, freedom from discrimination, freedom from slavery, freedom from torture, freedom of religion, and freedom to organize meetings.

Although most civil societies endorse freedoms such as this, they do not do so without debate about controversy. Members of civil societies often engage in animated debates about the limits of

different freedoms, including the boundaries of free speech and the limitations of freedom of expression.

Debates centre around questions such as these: Should people be able to ruin someone's reputation with an untrue newspaper reporter? Should a military officer be allowed to tell a newspaper report about secret military plans? Should groups be allowed to hold a meeting in a public park or stage a march through a down town area? Should young people be able to wear whatever clothes they want to school? The answers to such questions are complex.

Some governments limit individual freedoms with time, place and manner restrictions. For examples, they govern when, where and how challenge faced by such government is in finding the proper balance between individual freedoms and the right and interests of society in large.

**Source:** Electronic Journal.

### **Comprehension questions :**

#### **Say if these statements are true or false:**

- a. The Universal Declaration of Human Right includes Americans liberties.
- b. Governments always discuss individual freedoms.
- c. All humans are free to speak and whatever they want.
- d. The best thing to achieve is to find equilibrium between the rights of societies and personal liberties.

#### **Answer the following questions according to the text:**

1-Name some freedoms listed in the Universal Declaration of Human Right.

2- Do societies respect those freedoms?

3-How do governments limit some individual freedoms?

4-Give a title to the text.

Find in the text words that are closest in meaning to the following :

Destroy = .....§3      Given=.....§1      the limits =.....§2

#### **Words' Reference**

#### **What do the underlined words refer to in the text?**

They do not do so (02§)

Clothes they want (03§)

## Language Development

1. Match the sentences in A) and B) and write a single sentence with them using the words given in the box below the table.

A	B
1. The Liberty Human Rights Awards honour to these dedicated people.	a. Racism practices still occurs in social and civil services
2-The Government is seeking to establish a culture based on communitarian principles	b- their amazing individual acts to fight to protect our rights and freedoms.
3-The Human Rights office has provided an effective framework	d- put in place the management groups, action plans , audits and trainingprogrammes.
4-There is a real need to establish a ‘user group’ for these departmental officers	e-allow them to share knowledge, experiences and frustrations concerning the Act.

<b>Even though</b>	<b>In order to</b>	<b>So as to</b>	<b>Due to</b>
--------------------	--------------------	-----------------	---------------

## Vocabulary Explorer

- 1- Make an abbreviation chart .An example is given to you.

Abbreviation	Full form	Description
<b>UNWRA</b>	<b>United Nations Relief and Works Agency</b>	<b>The UNWRA is an organization which....</b>
<b>NATO</b>		
<b>UNESCO</b>		
<b>OPEC</b>		
<b>PTA</b>		
<b>CNN</b>		
<b>IAAE</b>		
<b>FAO</b>		
<b>WHO</b>		

- 3-Fill in the gaps in the following paragraph so that it makes sense.

marched ;      outlaw;      granted ;      worsen ;      abuses;  
conditions

It has been over 50 years since the United Nations (UN) Universal Declaration of Human Rights was signed by most governments in the world and yet the ..... continue to grow.

Freedom of Speech and Human Rights are taken for ..... in the west, but recent years have seen conditions deteriorate around the world. As early as 1997 for example, Human Rights.....were reported to remain unchanged compared to previous years, or in some countries, actually ....., around the world. In 1998 for example, the UN reported that even though over a hundred governments had agreed to help ..... some of the worse violations of rights, torture was still on the increase.

As the New World Order ..... on towards the new century it did not look as bright and cheerful for most people as we would have imagined, or hoped, it to be

### Grammar Explorer:

Consider the following sentences then answer questions A-C below.

1- The Universal Declaration of Human Rights lists many freedoms that **should** be granted to individuals around the world.

2-**Should** people be able to ruin someone's reputation with an untrue newspaper reporter?

A- What meaning does the item in bold type convey?

B- What are the negative form of the item in bold?

C- Do you know similar items that might convey the same meaning?

D- Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

### Task one: Should and ought to

Vicky: I can't come out tonight, Rachel. I *ought to* do some more work.

I'm behind with everything. I've got so much to do.

Rachel: You (1) ..... worry so much, Vicky. Don't panic. You (2).....  
to relax sometimes. You (3)..... take a break. Vicky: I know I(4)  
.....panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good. You  
(5)..... be pleased. You (6)..... to invent problems for yourself.

### Task two: Had better

E- What would you say in these situations? Add a sentence with *'d better (not)* and the words in brackets.

1 You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet. She is usually late. (wait).....

2 Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if she leaves it unlocked. (lock)

3 Some friends are going to visit you today. Your room is in a mess. What do you think? (tidy)

4 Nick is giving you a lift in his old sports car. There's a speed limit, and there's a police car behind you. (too fast) .....

5 There's an exam tomorrow. Neither you nor Rachel have done any work for it. (some revision) .....

**Speaking :** Work in pairs or in groups with your partner(s) to discuss and write a list of university rules using the clues in the box and the auxiliaries in the table below. Then compare your answers.

Tolerate differences / respect/ shout at each other/promote peaceful resolution of conflicts/ communicate openly/ insult others/ settle disputes peacefully/impose ourselves on others/invade the privacy of others / freedom of thought and belief

**Writing:** Prepare a written document on the following topic:

In many countries, children are engaged in some kind of paid work. Some people regard this as completely wrong, while others consider it as valuable work experience, important for learning and taking responsibility.

What are your opinions on this issue? ( IELTS sample questions)

You can use these notes :

Positive effects of child labour	Negative effect of child labour
-additional income for families - More jobs came up - More products are produced -Children from a poor family can pay their school fees by working during their free time.	- kids work long hours - Children are working, so they have no access to education. - They don't take enough breaks -They start from a very young age which can strip them from their childhood.

**Unit 02: Politics and Youth**

**Lead in: 1-**Look at the following pictures .What are these young people doing? What are other political activities can the youth be involved in? What benefits can the youth participation in politics have on the youth themselves and on the political life aspects in general?



**2-Pronunciation:** Make sure you pronounce these words properly:

Youth ; leadership ; enthusiasm ; debates; government ; semi-democratic state ; dictatorship; prosperity ; involvement ; suffrage ; engagement.

3-Translate the following definitions and memorize the terms:

**Youth activism:** is youth engagement in community organizing for social change. Youth participation in social change focuses more on issue-oriented activism than traditional partisan or electoral politics

**Youth Debates Organisation:** is an online political organisation encouraging youth engagement and empowerment. Its forums were started in June 2014 to allow young people the chance to debate and engage in the world of politics.

**Youth voice** refers to the distinct ideas, opinions, attitudes, knowledge, and actions of young people as a collective body.

**Ageism** is stereotyping and discriminating against individuals or groups on the basis of their age.

**Adulthood** is the power adults have over children. More narrowly, adulthood is defined as prejudice and accompanying systematic discrimination against young people.

2- Take turn to exchange and discuss the drafts of the translation.

## Reading Comprehension Passage

### Politics and Youth

Last year the BBC announced that more young people voted on Big Brother than the election. Does this make UK youth politically apathetic?

I spent a couple of days asking young people in the Manchester and London area how they felt about party politics. I spoke to 11 twenty-somethings and only one had voted in the last general election. Here's some of their comments;

'To be honest I'm not too bothered. I don't keep up with developments at Westminster [the site of UK government]. These days my job, my cash flow and socialising are more important! I can say nothing more'

Tom, 28, from Manchester.

I can't relate to any of the politicians. They all seem fairly similar and rarely listen to young people. Only one party [the Liberal Democrats] made student debt an issue, and they are a long way from coming to power.'

Fiona, 25, from London.

These two examples were typical of many young people's attitudes to state politics.

This would suggest that we are just not interested in politics but a closer study is more revealing. For many young people politics is not about Westminster. Issues like the US-UK led Iraq war have sparked debate and action in recent years. In 2003 over a million people marched through London, many of them young and passionate.

Technology played a huge role in organising this protest on a global scale. It has become a factor in providing many young people across the world with a chance to interact and discuss without the traditional middle-man of the politician or news media. The British Council's Café Society project allows young people from countries across the world to meet in a relaxed, informal setting and share opinions through video conferencing.

David Cameron, the leader of the Conservative Party, started cycling to work as gesture of the need to take green issues more seriously. Since then politicians have been keen to win the green label and secure the support of the younger generation. Young people are often perceived to be the 'greenest' age group. Indeed environmental issues are taken far more seriously than ever before. Perhaps they'll leave behind a greener UK.

(Source: [www.teachingenglish.org.uk/](http://www.teachingenglish.org.uk/) © BBC | British Council 2010)

### Comprehension questions

1- Choose *a, b or c* that best completes the sentence :

A-Young people in Britain voted more on: a- election than Big Brother programme

b- Big Brother programme than election

c- Young politicians only

B-Tom, the guy from Manchester: a- seems really involved in politics

b-does not really care about elections and politics

c-wants to join a political party

C-According to the survey, young people believe that: a-politics is about Westminster

b- politics is the War issues in Iraq

c-politics is about vote and elections

2-Say if the following statements are true or false:

A)-Most who participated in the London March in 2003 were young.

B)- Technology has brought out a more reserved young generation .

C)-Politicians have started to persuade young generation through “green issues”.

D)- The survey revealed that more and more young people are interested in Politics.

3)- Find in the text words whose definitions follow :

- The art or science concerned with guiding or influencing governmental policy .....

-An intermediary or agent between two parties; *especially*: a dealer, agent, ect .....

-the right, power, or privilege of making a choice .....

-to divide food, money, goods, etc. and give part of it to someone else .....

4) Put the paragraph headings in the right place

A – Street politics

B – Green generation

C – Parties and partying

D - Hi-tech politics

Language Development

Vocabulary Explorer

1- Fill in the chart:

Noun	Verb	Adjective
Election	.....	.....
.....	.....	Relative
.....	Interact	.....
Support	.....	.....

2- Role play: imagine you are a journalist who is going to interview the youth about their attitude to politics. With your partner complete the following conversation.

Journalist : Good morning . I am a journalist at Echorouk news .Could you spare a few minutes please?

Partner : Certainly .

Journalist : .....

Partner : In my opinion most politicians are .....

Journalist : You think that politics is not a matter of interest for many of the youth. What are the main reasons behind that?

Partner : Well , this owed to many reasons. First .....

Journalist :May I ask you another question

Partner : Sure.

Journalist: How do you see the political parties in our country?

Partner : As a matter of fact , the political parties in my country .....

Journalist :.....?

Partner : I wish politicians would give more interest to the Youth issues.

Journalist : Will you give us some examples?

Partner : Well , for example , .....

**Grammar Explorer :**

Task one :Consider the following sentences then answer questions A-B below.

A- ‘I *can't* relate to any of the politicians.’

B- ‘I *can* say nothing more’

- a- Which modal is used to express ability/inability?
- b- Which modal is synonymous with modals in italics?
- c- Discuss the difference in use between the modals in *a* and *c* and their synonyms?

Task One : Bob is a blind person .Yet , he is able to do some tasks and activities. The table below shows the activities that Bob can and cannot do .Look at the table and write correct sentences either with can or cannot as the example given.

Can	Cannot
read	write
eat	cook
Walk alone	do the shopping
get on the bus	drive
Take a shower	Wear my clothes

Example : I can read but I cannot write

Task two: Can and be able to

Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can*

or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (►) *been able to come* (come) and see you before. I've been really busy lately. How are you?

David: I'm OK, thanks. (1)..... (I / walk) around now.

The doctor says (2) ..... (I / go) back to work soon.

It'll be nice (3)..... (get) out again. I hate being stuck here like this. I haven't (4)..... (do) anything interesting.

### Speaking : - Worksheet (A)

a-Complete the obtained information

Find in class Somebody who

Find somebody who ...	Name	Extra information
Knows the name of the Algerian Prime Minister	.....	.....
...would like to be a politician		
...that voting in elections is very important		
.....thinks that there should be more women politicians in their country		
....believes that most politicians are too old		
...can name five politicians in their country		

b-Ask each student to read his / her findings to class

### -Let's discuss issues

Ask students to sit in groups and discuss the following questions :

What are the main problems facing young people in your country today?

Do you think politicians understand these problems?

Are young people in your country generally politically apathetic?

Would you like to be a politician? Why / why not?

### Vote for us !

With your group partners think of name of your group which will be the name of a new political party and think up five policies that you will use to try and win the elections .

### Writing:

After you succeeded to make a new political party, nominate the party leader and all together draft a public speech in which you try to persuade your classmate to vote for you.

### Unit 03: Democracy and Political Parties

Lead in :Look at the following pictures and say what do they represent?



- Which American parties and British political parties do the above pictures represent?
- Which Algerian Parties do they remind you of?

### Pronunciation

Make sure you pronounce these words properly

candidate / mobilization / popular/ democrats / tendency/suffrage/minority/Liberalism/ programmes/associations / institutions / elites/ legitimate / public office / membership/ competition.

### Word study

Translate the following definitions into Arabic and memorize the terms :

- A)- **Anelection** : An election is a formal decision-making process by which a population chooses an individual to hold public office.
  - B)- **Apolitical campaign** : A political campaign is an organized effort which seeks to influence the decision making process within a specific group.
  - C)- **A campaign manager** : A campaign manager or campaign director is a paid or volunteer individual whose role is to coordinate a political campaign's operations.
  - D)- **Multi-party systems**: Multi-party systems are systems in which more than two parties are represented and elected to public office.
  - E)- **One political party system** : One political party is legally allowed to hold effective power.
- 4-Take turn to exchange and discuss the drafts of the translation.

### Reading Comprehension

#### The History of Party System in Algeria

The primary political party in Algeria is the FLN (the Front de Liberation Nationale) (National Liberation Front). The FLN came to exist in the mid-1950s during the Algerian Revolution. Following independence in the 1962, the FLN came to power, and has continued its hold on the government throughout the decades. Post-independence, they attempted to enact a number of social reforms in the country to improve the living conditions of the Algerians at that time.

However, in the 1980s, many were upset with the lack of economic groups, and the few jobs in the country (high unemployment existed). It was at this time that an Islamist party, the Islamic Salvation Front (FIS) came about to challenge the FLN. The FLN, in order to appease the Algerian society, was willing to allow multiparty elections in the early 1990s. However, In the December 1991 elections, it had 15 seats in the new assembly, with close to half of the voices of the FIS, which had obtained 188 with gerrymandering. As a response, the government cancelled the upcoming 1992 elections in January, which sparked a civil war.

The FLN, through the rise of Abdelaziz Bouteflika into power in 1999, has continued to be able to control the government of Algeria. In the May 2012 elections, the FLN won 220 seats out of the possible 462. Furthermore, not only they were active in politics, but it is believed that they have strong economic interests in the country as well; “Many Algerians say aging FLN leaders, business magnates and army generals – known as “Le Pouvoir” or “The Power,” in French – have long managed politics in behind-the-scenes negotiations and see themselves as guardians of stability”

(Al Arabiya, 2014).

- 1- Re-order the following ideas according to their occurrence in the text
  - a- The FLN regained supremacy during Bouteflika’s Presidency
  - b- The rise of the Islamic Salvation Front ( FIS)
  - c- The FLN original seeds : pre and post independence period.
- 2- These are some answers about some questions on the text, find the questions.
  - a- During the Algerian revolution .....
  - b- Because of the lack of economics groups and jobs .....
  - c- After the 1992 elections .....
  - d- In 1999 .....
  - e- “ The Guardians of Stability” .....

3-Match the words with their definitions

Decade	Amendment of what is defective , vicious or corrupt
Reform	To make quiet , to calm , to reduce to state of peace
Appease	To divide a geographic area into voting districts in such a way as to give an unfair advantage to one party in an election
gerrymander	A series or group of ten things

4-What the following words refer to in the text?

They → §1 ..... Which → §2 ..... Themselves → §3

Language Development

Vocabulary Explorer

1-Match a Verb in A with a noun in B

Verb	Noun
Elect	Issues
Hold	The chairman
Discuss	Laws
Enact	The power
Make	A point

3- Derive adjectives from the following words and use them in sentences of your own

Words	Adjective
Challenge(n)	
Power(n)	
Government(n)	
Popularity (n)	
Dominate(v)	
Differ(v)	
Succeed ( v)	

## Grammar Explorer

Task one : Consider the sentence A and B then answer the questions below:

- A- The FLN, **in order to** appease the Algerian society, was willing to allow multiparty elections in the early 1990s.
- B- they attempted to enact a number of social reforms in the country **to improve** the living conditions of the Algerians at that time.

- a- What do the words in bold type refer to?
- b- In which tense is the verb used after these expressions?
- c- Give the negative form of these expressions.
- d- Give examples expressing the function of the mentioned expressions.

Task two: Complete these sentences using :to/ in order to /so as to or their negatives + these words :*Finance her studies , look smart , impress the boss, miss any opportunities, have an accident*

- 1- She is going to work harder .....
- 2- Jessica is borrowing some money .....
- 3- Just this once Mike is going to wear a suit.....
- 4- He is getting to work earlier .....
- 5- I am going to be careful .....

## Speaking :

Work in pairs or in groups with your partners to discuss the following questions :

What is a political party?

What are the functions of a political party?

Could the government function without them?

Name three or four powerful political parties in your country

What makes these powerful ?

What makes them similar or different from parties in Europe or US?

What is the future of the political party?

**Writing :** Write an essay where you explain the advantages and disadvantages of a two-party system compared to a multiparty system.

Don't Forget to mention these points:

-two-party elections, the contest is between two candidates of two major political part;

- Party Functions: Mobilizing support and building coalitions;
- Organize the Government;

### Party Systems

Multiparty	Two party
<ul style="list-style-type: none"> <li>▪ Coalition government is necessary</li> <li>▪ Minor parties have an incentive to persevere</li> <li>▪ Proportional representation</li> <li>▪ Governments tend toward instability</li> </ul>	<ul style="list-style-type: none"> <li>• Winner-takes-all system</li> <li>• “Wasted vote” syndrome discourages minor parties</li> <li>• Government tends toward stability</li> <li>• Policy change is incremental</li> </ul>

### Unit Four : International Relations

Lead in :1-Match each picture with its corresponding title then say what unites them.

A		1- United Nations’ Meetings
B		2- Signing Contract
C		3- Visiting a Foreign country
D		4- Press Conference
F		5- Military Cooperations

2-Make sure you pronounce these words correctly

Globalization      Terrorism   Foreign policy   Corporations   International relations  
Co-operations      Liberalism   Trade relations   commercial interests   Globalization  
Terrorism

### Word study

Translate the following definitions into Arabic and memorize the terms:

**A)- Political science** : It is a social science which deals with systems of governments, and the analysis of political activities, political thoughts and political behaviour.

**B)-A country's foreign policy**, also called foreign relations or foreign affairs -policy, consists of self-interest strategies chosen by the state to safeguard its national interests and to achieve goals within its international relations milieu

**C)-International law** is the set of rules generally regarded and accepted as binding in relations between states and between nations.

**D)- Diplomacy** (from the term "diplomat") is the art and practice of conducting negotiations between representatives of states.

**E)-The Cold War** was a state of geopolitical tension after World War II between powers in the Eastern Bloc (the Soviet Union and its satellite states) and powers in the Western Bloc (the United States, its NATO allies and others).

**F)- Decolonisation** (UK) is the undoing of colonialism, where a nation establishes and maintains its domination over dependent territories.

4-Take turn to exchange and discuss the drafts of the translation.

### Reading Comprehension passage

#### International Relations Origins

International Relations (IR) has several origin stories, some of which are stronger than others. Each can be linked to a particular way of framing the discipline. Yet, there is one origin story that is missing, and our failure to tell that story is currently hampering our ability to think outside of our particular theoretical box. To a certain degree origin stories are essential to **our** definition of what it is that we should be doing. In this sense they are a necessary precondition for doing IR. Yet, with a few exceptions, what has been lacking in IR is a critical self-awareness of these stories. From our first textbooks we are told a story of how IR became what it is, and

few in the field choose to check to see if the stories have any validity. Yes, we need origin stories, but we also need to maintain scepticism lest a good servant becomes a bad master.

International thought in the last hundred years has toggled through quite a number of origin stories. Perhaps the earliest – emerging in the late nineteenth century, but not gathering a full head of steam until the 1930s and 1940s – was the notion of the study of international affairs as a product of late nineteenth century industrialization and imperialism. Now, out of fashion in IR, **this notion** of the origin of IR in nineteenth century industrialization has been given a fresh boost by the work of Barry Buzan and George Lawson. It has also remained a common trope in International Political Economy. In this origin story the matter of IR revolved around the growth of interdependence, technological change and the communications revolution. In **its** later stages it influenced the idea that the technology of weapons of mass destruction had fundamentally altered the nature of IR. It was in this form that this origin story became part of Morgenthau’s view of the obsolescence of the system of states.

Lucian M. Ashworth Memorial University of Newfoundland

1-Answer the following questions according to the text

- a) - Does the International appear to be rooted to one original story?
- b) -What has been lacking in the origin stories of the IR?
- c) – When did the international thought appear for the first time?
- d) – What contribution did Barry Buzan and George Lawson bring to the IR?
- e) -How did technology affect the idea of IR?

2-Say which sentence is wrong and correct it

- a) - One IR origin story is missing.
- b)-Most textbooks’ focus is on the validity of IR origin stories.
- c)-The IR notion was an incentive towards the emergence of imperialism.
- d)- The matter of IR origin story revolved around four main axes .
- e)-The IR has not been affected by the mass destruction weapons technology.

3-Words’ Reference: What do the underlined words refer to in the text?

Our ( §1) : ..... this notion ( §2) : ..... its ( §2): .....

4-Find in the texts words that are closest in meaning to the following:

a lot = ..... ( §1)    related =.....( §1)    keep=.....( §1)

the first =.....( §2) the result =.....( §2)    the development=.....( §2)

## Language Development

### Vocabulary Explorer

1- Choose the right word :

- a)-This wet weather is .....depressed / depressing
- b)-The weapons' loud noise is .....shocking /shocked
- c)-I am ..... . I don't know what to do. confused / confusing
- d)-I am not .....in politics. Interested /interesting
- e)-People are .....of terrorism . frightened / frightening
- f)-I am .....with what is happening in Palestine nowadays.  
disappointed/ disappointing
- g)-The conference days were .....( amusing / amused)

2- Give the opposites of the following words keeping the same root.

**Example :** clear  $\neq$  unclear

Adjective	Appropriate	Conscious	Legal	Qualified	Real	Just
Opposite						

### Grammar Explorer

Task one : Consider the sentence A ,B and C then answer the questions below:

- A)-Each **can be linked** to a particular way of framing the discipline.
- B)-From our first textbooks we **are told** a story of how IR became what it
- C)-the origin of IR in nineteenth century industrialization **has been given** a fresh boost by the work of Barry Buzan and George Lawson.

- 1- What does each stand for in the first sentence ? Who really does the action?
- 2- Re-write sentence B and C by placing “we” and “ a fresh boost” as object of the sentence verb respectively.
- 3- Compare your sentences with sentences B and C .Which sentences focus on **the doer** and which ones focus on **the action itself**?
- 4- Match sentences A-C with the following tenses:
  - a- The present simple passive
  - b- the Modal verb passive
  - c-the present perfect passive

Task two : A press conference is being held. Put in the correct form of the verbs.

► Reporter: Can this new drug prolong human life?

Professor: Yes, we believe that human life *can be prolonged* by the drug.

1 Reporter: Are you going to do any more tests on the drug?

Professor: Yes, further tests..... soon.

2 Reporter: What..... the drug ..... ?

Professor: It will be called Bio-Meg.

3 Reporter: Can people buy the drug now?

Professor: No, it ..... by the public yet.

4 Reporter: Do you think the company should sell this drug?

Professor: Yes, I think Bio-Meg .....to anyone who wants it.

( Eastwood , 1999,131)

### **Speaking :**

**Group Work :** The American President Donald Trump is supposed to make a press conference during his visit to Algeria in Algiers next week. Students are asked to join the following groups with their corresponding titles :

Group one : The oil prices

Group two : the war against terrorism

Group three : The Gulf crisis

Group four : the new world order

Group four : Trump answers to possible questions of the above axes

Class work :act out the press conference using your group notes.

**Writing :** You are now news reporters of different newspapers . Use the notes you gathered in Trump's press conference to write a news report . Use the past simple tense and the modal passive : Could/might be + PP( verb).Review the following points :

- The new world order
- The oil prices
- The gulf crisis

- Terrorism

Start like this : in the recent press conference held in Algiers , the US president Donald Trump stated that .....

### **Unit Five : Identity and Nationalism**

Lead in :1- Study the words , think what unites them and continue this list :

National identity Citizenship Nationality community patriotism chauvinism  
ethnicity identification

2-Make sure you pronounce these words correctly

Bellicism ethnocentricity integrity character affinity constitution uniformity  
tolerance interchangeability

### **3- Word study**

Translate the following definitions into Arabic and memorize the terms:

Existence : The existence of something is the fact that it is present in the world as a real thing.

Distinctiveness : the quality of being individual of a distinguished character .

Status :the position of an individual in relation to another or others, especially in regard to social or professional standing.

Personality : the visible aspect of one's character as it impresses others.

Individualism: a social theory advocating the liberty, rights, or independent action of the individual.

Unity : the state of being one; oneness.

Loyalty : faithful adherence to a sovereign, government, leader, cause, etc.

4-Take turn to exchange and discuss the drafts of the translation.

## Reading Comprehension passage

### Introducing Identity

Institute of Education, University of London, Centre for the Study of Children, Youth and Media Identity is an ambiguous and slippery term. It has been used—and perhaps overused—in many different contexts and for many different purposes, particularly in recent years. As we shall see, there are some diverse assumptions about what identity is, and about its relevance to our understanding of young people’s engagements with digital media.

The fundamental paradox of identity is inherent in the term itself. From the Latin root *Idem*, meaning “the same,” the term nevertheless implies both similarity and difference. On the one hand, identity is something unique to each of us that we assume is more or less consistent (and hence the same) over time. For instance, as I write, there is an intense debate in the U.K. about the government’s proposed introduction of identity cards and their potential for addressing the problem of “identity theft.” In these formulations, our identity is something we uniquely possess: it is what distinguishes us from other people. Yet on the other hand, identity also implies a relationship with a broader collective or social group of some kind. When we talk about national identity, cultural identity, or gender identity, for example, we imply that our identity is partly a matter of what we share with other people. Here, identity is about identification with others whom we assume are similar to us (if not exactly the same), at least in some significant ways.

Much of the debate around identity derives from the tensions between these two aspects. I may struggle to “be myself” or to “find my true self,” and there are many would-be experts and authorities who claim to be able to help me to do this. Yet I also seek multiple identifications with others, on the basis of social, cultural, and biological characteristics, as well as shared values, personal histories, and interests. On one level, I am the product of my unique personal biography. Yet who I am (or who I think I am) varies according to who I am with, the social situations in which I find myself, and the motivations I may have at the time, although I am by no means entirely free to choose how I am defined.

(Buckingham, 2008)

Read the text carefully and answer the following questions

- 1- Say if the following statements are true or false.
  - A- Identity is an easy term to define
  - B- Identity is something unique to each of us .
  - C- Identity is something we share with others.
  - D- We are free to get defined the way we like.

- 2- Complete the following sentences with ideas from the text .
- a)- In recent years , identity have been used for .....
  - b)-Identity has gained much .....in UK in the recent years
  - c)....., ....., .....are three different identities mentioned by the author in the text
  - b)-Man is the product of his ....., yet he or she acts according to .....

3- Choose the idea that best summarises the text

- a)- Defining identity
- b)- Identity , a social behaviour or social product?
- d)-Youth identity in media

4) Find in the text words that are opposite in meaning to the following :

- Clear  $\neq$  ..... §1    Reluctance  $\neq$  ..... §1  
 Individual $\neq$  .....§2    Fully  $\neq$  ..... §2

### Language Development

Word building: -up and –down verbs

Complete the sentences with the appropriate form of the verbs from the list :

blew up      look up    melt up    let down    stand up    break down    set up

- 1-If you don't know the meaning of a word, .....it ..... in a dictionary.
- 2 – Terrorists ..... Moscow underground in March 2010.
- 3-During the war , statues were ..... to make weapons
- 4-The victims felt that the justice system has ..... them .....
- 5-If we ..... figures into gender, you can see how women have been affected more by this policy.
- 6-There is a lot of government help these days for anyone who wants to .....their own business
- 7-In many countries children have to ..... when the teacher enters the classroom.

### Grammar Explorer

Task one : Consider the sentence A ,B and C then answer the questions below:

A- It has been used—and perhaps overused—in many **different** contexts and for many **different** purposes

B- From the Latin root *Idem*, meaning “**the same**”.

C- Here, identity is about identification with others whom we assume are **similar to us**

1 -What do the words in bold type express ?

2 –Which one(s) express( es) similarity/ difference?

4-what type of speech do each of the expressions in bold type belong to?

3-Do you other forms that express the same functions( similarity / difference) ? State one or two of them.

Task two : Choose the right linking word to express a similarity or difference.

1-Like / unlike/ similar to my brother , I play the guitar .He prefers to play the piano.

2-Most countries in North Africa unlike/such/like as Algeria have access to the sea.

3-Western European countries like/unlike/ as France and Spain have high unemployment at the moment.

4-My grandfather loves to say, “You’re as nervous like /as/unlike a long- tailed cat in a roomful of rocking chairs.”

5-Fish that live in the ocean are different from /similar to/as fish that live in rivers and lakes.

6-In the army , all of the new recruits are differently/similarly dressed.

7 - Obviously not all people living on the globe share the different/ same /similar beliefs.

8-Canada's brand of democratic socialism is quite different from /similar to/ as that found in Europe.

Task three:

Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly*

➤ I was too nervous to go *higher* than halfway up the tower.

➤ We could have found the place *more easily* with a map.

1 Do you have to wear those old jeans, Mike? Can't you dress ..... ?

2 You needn't go yet. You can stay a bit .....

3 There are lots of break-ins. They happen ..... nowadays.

4 If you do it again ....., you won't make so many mistakes.

5 The film starts at eight, but we should get to the cinema a few minutes .....

6 We can't hear. Could you speak a bit..... ?

**Speaking : The card game**

Class activity: Students are told that they will play a card game. Students are asked to sit in a form of circle .They are asked one by one to pick up a card from table in the middle of the circle. Each student will turn over a card in turn, read it and decide if they want to finish the statement. There must be no pressure on anyone to share if they do not wish. If a student doesn't want to share just say, "If you do not wish to share just put the card on the bottom of the pack and pass it on". It is the next person's turn. After each person's statement, other people can comment , ask questions , agree or disagree.

Get sure that the cards include statements that help students to reveal their identities, likes and dislikes and their opinions about other people.

Cards may include statements such as:

My birthday is on \_\_\_\_\_ I am \_\_\_\_\_ years old

If I could have any name I liked, I would choose \_\_\_\_\_

My favourite person outside my family is \_\_\_\_\_

The worst thing about university is \_\_\_\_\_

I think Americans would probably like .....

I would be rather a good listener because

Few women nowadays .....

If you are speaking to a person from an English speaking country , .....

I think we are from a country that .....

**Writing :** You are a group of citizens living together in a part of a city/ town/ village .You are brought together to write a complaint letter to the mayor of the town where you express your dissatisfaction about the lack of amenities and other services in your living area.

Your complaint letter should include the following points :

- Describe the problem and the outcome you want
- Identify what actions you have already done to fix the problem
- State your expectations from the authorities.

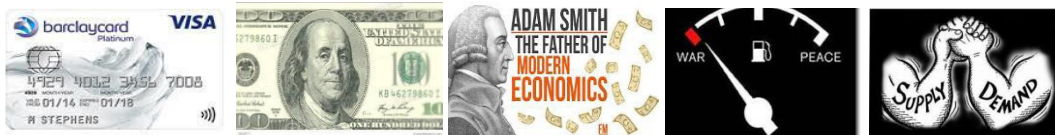
Start your complaint letter like this :

Dear Mayor ,

We the people living in .....are unhappy

Unit six : The Market economy

Lead in : 1-Look these illustrations and say what each of them would refer to .



2-Make sure you pronounce these words correctly

Capitalism      goods and services      business      investment      surplus      partnership  
management      financial markets      socialism      welfare      provisions      companies

### Word study

Translate the following definitions into Arabic and memorize the terms :

**Economic system** is a system of production, resource allocation, and distribution of goods and services within a society or a given geographic area.

**Social system** is a sociological concept referring to the patterned network of relationships constituting a coherent whole that exist between individuals, groups, and institutions.

**Mode of production;** these include human labour power and means of production (e.g. tools, equipment, buildings, technologies, knowledge, materials, and improved land).

**Free market** is a system in which the prices for goods and services are determined by the open market and consumers, in which the laws and forces of supply and demand are free from any intervention by a government, price-setting monopoly, or other authority.

**Laissez-faire** is generally understood to be the necessary components for the functioning of an idealized free market include the complete absence of government regulation, subsidies, artificial price pressures, and government-granted monopolies.

**Economic democracy** or stakeholder democracy is a socioeconomic philosophy that proposes to shift decision-making power from corporate managers and corporate shareholders to a larger group of public stakeholders that includes workers, customers, suppliers, neighbors and the broader public.

4-Take turn to exchange and discuss the drafts of the translation.

Reading Comprehension passage

### The Characteristics of the Market Economy

A market economy is a type of economic system where supply and demand regulate the economy, rather than government intervention. A true free market economy is an economy in which all resources are owned by individuals. The decisions about the allocation of those resources are made by individuals without government intervention. There are no completely "free-enterprise" or market economies.. In a market economy, the producer gets to decide what to produce, how much to produce, what to charge customers for those goods, and what to pay employees. These decisions in a free-market economy are influenced by the pressures of competition, supply, and demand.

One of the most important characteristics of a market economy, also called a free enterprise economy, is the role of a **limited government**. Most economic decisions are made by buyers and sellers, not the government. A competitive market economy promotes the efficient use of its resources. It is a self-regulating and self-adjusting economy. No significant economic role for government is necessary. However, a number of limitations and undesirable outcomes associated with the market system result in an active, but limited economic role for government.

In a market economy, almost everything is owned by individuals and private businesses-not by the government. Natural and capital resources like equipment and buildings are not government-owned. The goods and services produced in the economy are privately owned. This **private ownership**, combined with the freedom to negotiate legally binding contracts, permits people to obtain and use resources as they choose. A market economy has **freedom of choice and free enterprise**. Private entrepreneurs are free to get and use resources and use them to produce goods and services. They are free to sell these goods and services in markets of their choice. Consumers are free to buy the goods and services that best fill their wants and needs. Workers are free to seek any jobs for which they are qualified.

A market economy is driven by the **motive of self-interest**. Consumers have the motive of trying to get the greatest benefits from their budgets. Entrepreneurs try to get the highest profits for their businesses. Workers try to get the highest possible wages and salaries. Owners of capital resources try to get the highest possible prices from the rent or sale of their resources. This "invisible hand" of self-interest is the driving force of a market economy.

**Competition** is another important characteristic of a market economy. Instead of government regulation, competition limits abuse of economic power by one business or individual against another. Each competitor tries to further his own self-interest. This economic rivalry means that buyers and sellers are free to enter or leave any market. It also means that buyers and sellers are acting independently in the marketplace. When businesses compete for customers, they want to sell their goods or services at the lowest possible price while still earning a profit for themselves.

(Grigg , 2017)

Read the text and answer the following questions

1-Choose the suitable answer:

What is a market economy?

- A. an economic system with only the most educated having the power
- B. an economic system regulated by supply and demand, not the government
- C. a government-regulated economic system
- D. an economic system taking from each according to ability and giving to those in need

2- Who makes the decisions in a market economy?

- A. the government
- B. the educated
- C. the wealthy
- D. buyers and sellers

3-Who owns most of the resources, equipment, buildings, goods, and services in a market economy?

- A. government
- B. the poor
- C. the wealthy
- D. individuals and private businesses

4-What happens with "free enterprise"?

- A. Private entrepreneurs are free to get and use resources.
- B. Entrepreneurs are free to produce goods and services and sell them at a price they choose.
- C. Sellers are free to sell in markets of their choice.
- D. Consumers are free to buy any goods and services they choose.
- E. Workers are free to work wherever they choose.
- F. all of the above

5. What is the driving force of a market economy?

- A. the richest citizens bearing the burden of taxes and government services
- B. a motive of self-interest
- C. a motive of helping others
- D. wanting to put government first

2-Give correct answers to the following questions.

- A- What influences the market economy decisions?
- B- What amount of government interference is expected in the free market economy?
- C- What is the importance of private ownership in the free market economy?
- D- Does competition prevent consumers and producers from a free deal with the market?
- E- How does free market competition affect the consumers' behaviour?

3- Find in the text two words that connote in meaning with the following :

Customers , ....., .....

Greatest, ....., .....

Profits, ....., .....

Producers , ....., .....

### Language Development

Noun Formation : Add the appropriate suffix to obtain the correct noun form

Example : own (v) → ownership ( n)

Verb	Produce	Compete	Free	Equip	negotiate	Build	Govern	Consume	Intervene
Noun									

### Grammar Explorer

Task one : Consider the sentence A and B then answer the questions below:

- a)- Almost everything is owned by individuals and **private** businesses.
- b)-The goods and services produced in the economy are **privately** owned.

- 1- What part of speech do the words in bold type refer to in sentences A and B respectively?
- 2- What different functions do they perform?
- 3- What about their place in the sentence? is it the same?
- 4- How do we form words similar to *privately* from words similar to *private*?

Task two : Are the underlined words right or wrong? Tick the sentence with the correct word and correct the wrong ones.

- 1- She studied hardly last summer .....
- 2- Our team played well but we lost the match. ....
- 3- The population of Algeria is increasingly growing fastly. ....
- 4- They carefully listened to me while I was talking. ....
- 5- They are working relentless to increase the production. ....
- 6- Surprisingly, it was badly written.
- 7- It took her a long time but final she made it. ....

Task two : Complete the sentences with one word from the list ; sometimes you need the adjective ( careful , ect...) and sometimes you need the adverb ( carefully , ect...):

Sure      pleasant      sudden      continuous      colourful      serious      quick      bad

1-Our holiday was too short. The time passed very .....

2-This was .....a mild weather.

3-They behaved more .....when being with their teacher.

4-Sally works ..... She never seems to stop.

5-Monica's English is very .....although she makes a lot of mistakes.

6-The driver of the car was .....injured .

7-There was a ..... change in the weather.

8-Linda likes wearing ..... clothes .

Speaking: After The class students are divided into two main groups, they are asked to sit in opposite directions facing one another . Such seating arrangement would allow the students for a class debate that would turn on the advantages and disadvantages of the free market economy:

Group one : Advantages of FME

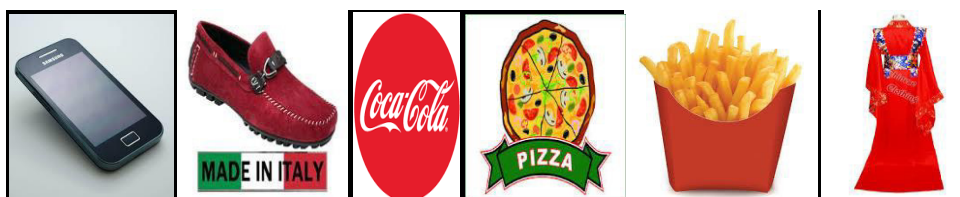
Group two: Disadvantages of FME

The teacher can interfere to provide more support to the debate and guide it to a convincing conclusion and summary in the end.

Writing: Imagine you are group of MPs (Members of Parliament) representing a political party. You were asked to prepare a report in which you expose the risks and the potentialities the government adoption of the free market economy. Altogether write your report where you are going to list the advantages and the disadvantages of the free market economy.

## Unit 7: Globalisation

Lead in: Look at the pictures and say what each picture represents and its origins:



2-Make sure you pronounce these words correctly

Cultural exchange    multinational companies    free transfer    powerful companies

fragile economies    international trade    international network    world wide relations

### **Word study**

Translate the following definitions into Arabic and memorize the terms :

**Interdependence** is the mutual reliance between two or more groups. This concept differs from the reliance in a dependent relationship, where some members are dependent and some are not.

**Political globalization** refers to the growth of the worldwide political system, both in size and complexity. That system includes national governments, their governmental and intergovernmental organizations .

A **polity** is any kind of political entity. It is a group of people who are collectively united by a self-reflected cohesive force such as identity, who have a capacity to mobilize resources .

**Flat world** refers to the perceptual shift required for countries, companies, and individuals to remain competitive in a global market in which historical and geographic divisions are becoming increasingly irrelevant.

4-Take turn to exchange and discuss the drafts of the translation.

### Reading Comprehension

#### Globalisation

The international body **that** represents the world's central banks has claimed that globalisation has been made a "scapegoat" for rising inequality, as it launched a defence of closer cross-border ties. Against the backdrop of protectionist rhetoric in many countries, including from US president Donald Trump, the Bank for International Settlements used **its** annual report to argue that globalisation has cut global poverty and will continue to lift living standards around the world.

The body – which is known as the central bank of central banks – warned that reversing globalisation would be "greatly detrimental to living standards". The BIS concedes gains from trade have not been evenly distributed at the national level but that other factors, most notably technology, have played a bigger role in widening the gap between rich and poor.

"There is ample evidence that globalisation has not been responsible for the majority of the concurrent increase in within-country income inequality," said the report.

“Attempts to roll back globalisation would be the wrong response to these challenges. Globalisation, like technological innovation, has been an integral part of economic development.”

After Trump’s presidential win following a campaign on an anti-globalisation platform, both bodies emphasised the apparent benefits from more global trade and placed the onus on national governments to ensure the gains are fairly shared.

The BIS noted that certain costs and financial risks had arisen from globalisation and that **they** needed to be carefully managed. “But they do not justify a backlash against globalisation,” the report said. Instead there should be more acknowledgement of the gains from greater trade and cooperation, it said. “The globalisation surge over the past half-century has brought many benefits to the world economy. Openness to trade has enhanced competition and spread technology, driving efficiency gains and aggregate productivity.

(The Guardian , June 2017)

Read the text and answer the following questions.

- 1- Say if the following statements are true or false
  - a- According to the Bank of International Settlements , the world wide rising inequality is due to globalisation .
  - b- BIS claimed that globalisation can cut global poverty.
  - c- One way to fight poverty is to roll back globalisation and technology.
  - d- Donald Trump latest presidential campaign was based on ant-globalisation principles.
  - e- BIS claimed that globalisation has brought many benefits to the worldwide economy.

2-Complete the following table with pro and anti-globalisation views from the text .

Pro-globalisation views	Anti-globalisation views
1- 2-	1- 2-

3- What do these words refer to in the text?

That ( §1) → ..... Its ( § 1) → ..... they ( §6) → .....

4-Find in the text words whose definitions follow :

- A)-a person who is blamed for the wrongdoings, mistakes, or faults of others, especially for reasons of expediency. ....
- B)-the level of wealth, comfort, material goods and necessities available to a certain socioeconomic class in a certain geographic area, ...
- C)- A strong negative reaction by a large number of people, especially to a social or political development.

D)- A painted cloth hung at the back of a theatre stage as part of the scenery.

Language Development :

Adjective formation : Complete the table as the examples below :

Technology → Technological      Globe → Global

Responsibility → Responsible      Artist → artistic

Noun	Finance	Economy	President	Energy	Society	access
Adjective						

Grammar Explorer :

Task one : Consider the sentence A and B then answer the questions below:

A)- “There is ample evidence that globalisation has not been responsible for the majority of the concurrent increase in within-country income inequality,” said the report.

B)- The body – which is known as the central bank of central banks – warned that reversing globalisation would be “greatly detrimental to living standards”.

- 1- Which tense are the verbs in the second sentence?
- 2- Which verb is used to report the BIS warning in the second sentence?
- 3- Which tense is used in the first statement ?
- 4- Which verb is used to report the first statement?
- 5- Are there any differences between the way in which the two sentences are reported?

Task two: These are famous quotes about “globalism” for different people . Report them making the necessary changes using the following different reporting verbs : said , reported , admitted , confirmed , stated ,ect...

“Globalization has changed us into a company that searches the world, not just to sell or to source, but to find intellectual capital - the world's best talents and greatest ideas.”  
John Welsh

“Globalization is not a monolithic force but an evolving set of consequences - some good, some bad and some unintended. It is the new reality.”  
John B.Larson

“Globalization is the process by which markets integrate worldwide.”  
Michael Spence

“We must create a kind of globalization that works for everyone... and not just for a few.”  
Nestor Kirchner

Speaking :

Students are asked to join groups of five students in each wearing different clothes that reveal different cultures of around the world ( the Arabs , The Chinese, The Americans , the Indians , ect...). The students are invited to do oral presentations about topics related to the culture they represent .This may include topics like fairness, openness and attitudes. The session ends up with a class discussion on the similarities and differences between the presented cultures around the world .

Writing : Use the notes below to write an essay of about 130 words about the advantages and disadvantages about “globalisation”.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Business is becoming increasingly international.</li> <li>• A global economy means free trade between countries.</li> <li>• This can strengthen political relationships.</li> <li>• Globalisation can also create opportunities for employment.</li> <li>• It encourages investment in less developed countries.</li> <li>• It could reduce poverty in the developing world.</li> </ul>	<ul style="list-style-type: none"> <li>• Globalisation can also lead to unemployment and exploitation.</li> <li>• Companies move to countries where labour is cheap.</li> <li>• This creates redundancies, or job losses.</li> <li>• Some companies exploit their employees in developing countries.</li> <li>• Salaries are low and working conditions are often poor.</li> <li>• Global trade also creates excessive waste and pollution.</li> </ul>

Unit 08 : Disarmament

Lead in: Match each picture with its corresponding event.



1

2

3

4

5

A)-Gulf War    B)-WWI    C)-WWII    D)-Hiroshima Bomb    E)- Chernobyl Explosion

2-Make sure you pronounce these words correctly

nuclear weapons    chemical weapons    biological weapons    military expenditure  
 mass destruction weapons    anthrax    conventional weapons    genocide    disarmament  
 warship    weaponry

## Word study

2-) Translate the following definitions into Arabic and memorize the terms :

A **weapon of mass destruction (WMD)** is a nuclear, radiological, chemical, biological or other weapon that can kill and bring significant harm to a large number of humans or cause great damage to human-made structures.

The **Treaty of Versa** was the most important of the peace treaties that brought World War I to an end. The Treaty ended the state of war between Germany and the Allied Powers.

The **Cold War** was a state of geopolitical tension after World War II between powers in the Eastern Bloc (the Soviet Union and its satellite states) and powers in the Western Bloc (the United States, its NATO allies and others).

**Green Peace** is an organization founded in 1971 that stresses the need to maintain a balance between human progress and environmental conservation. Members take active but nonviolent measures against what are regarded as threats to environmental safety, such as the dumping of nuclear waste in the sea.

**Nuclearweapons tests** are experiments carried out to determine the effectiveness, yield, and explosive capability of nuclearweapons.

4-Take turn to exchange and discuss the drafts of the translation.

## Reading Comprehension passage

### Children and Armed Conflict

Over the last several decades, the face of war has changed dramatically as civilians are increasingly targeted. Children are the primary victims of armed conflict and their suffering wears many faces. More than two million children have been killed in war zones over the past two decades which is absolutely terrifying. Another six million have been maimed or permanently disabled. Countless more children have been made orphans, abducted, deprived of education and healthcare, and left with deep emotional scars.

Children are uniquely vulnerable to military recruitment. As a result, more than a quarter of a million youths have been exploited as child soldiers in at least 30 countries in parts of Africa, Asia, Latin America and the Middle East over the past 20 years.

Children caught in armed conflict are often brutalized and isolated. The Special Representative noted that he was shocked by the mental and physical trauma suffered by the thousands of children who are victims and perpetrators of violence in conflict situations “represents a grave threat to durable peace and sustainable development, as cultures and cycles of violence are perpetuated”.

Increasingly, girls are being recruited into fighting forces, where, like boys, they often serve multiple roles as cooks, porters, fighters, mine sweepers, spies or suicide bombers. Both girls and boys are often sexually violated and girls are sometimes forced to serve as “wives”. When fighting is over, these girls may be stigmatized and overlooked in programmes designed to reintegrate former combatants back into their communities.

( Gillis , 2012, 85)

1-Read the text and complete the sentences with the suitable answer :

a-Children have been victims of : - Parents’ assault  
-school violence  
- Wars

b-Due to their involvement in wars , children often feel : - neglected  
- shy  
-brutalized

c-Being victims of armed conflicts , children situation helps for: -durable peace settlement  
-durable state of war  
-state of revenge

d- Girls recruitment in the military is : -mainly for nursing  
-to perform different roles like boys  
-to take up arms like boys

2-Answer the following questions according to the text

- a-In what way has the type of victims changed the face of wars in the recent years?
- b-Why do you think are most child soldiers from Africa , Asia and Latin America?

- c- How would child recruitment in the fighting forces perpetuate the cycle of violence?
- d – What solution does the author provide in the end of the text to reintegrate again the girls caught in the fighting forces to their communities?

2- Find in the text words that are opposite in meaning to the following :

Secondary (§1) =/= ..... Safe=/( §2) ..... Peace (§3)=/ = ..... Unique( §4)=/ =.....

Language Development :

Adjective in : ful /less

Complete the following chart: ( use less or ful for adjectives)

Noun	Verb	Adjective
Care	.....	.....
.....	.....	hopeful/ helpless
.....	think	.....
Count	.....	.....

Grammar Explorer

Task one : Consider the sentence A and B then answer the questions below:

- A- The face of war **has changed** dramatically as civilians are increasingly targeted.
- B- Another six million **have been maimed** or permanently disabled.
- C- More than two million children **have been killed** in war zones over the past two decades

- 1-Is the action in the three sentences above past , present or future?
- 2-Do they tell about any specific time?
- 3-Is the focus on the action or on its result ?
- 4-Why is the form of the verbs in B and C different from the verb form in A?

Task two: Trevor and Laura are decorating their house. Put in the verbs. Use the present perfect.

Laura: How is the painting going? (►) *Have you finished* ? (you / finish)

Trevor: No, I haven't. Painting the ceiling is really difficult, you know.

(1) ..... (I / not / do) very much. And it looks just the same as before. This new paint (2) ..... (not / make) any difference.

Laura: (3) ..... (you / not / put) enough on.

Trevor: (4) ..... (I / hurt) my back. It feels bad.

Laura: Oh, you and your back. You mean (5)..... (you / have) enough of decorating. Well, I'll do it. Where (6) ..... (you / put) the brush?  
 Trevor: I don't know. (7) ..... ( i t / disappear).  
 (8)..... (I / look) for it, but I can't find it.  
 Laura: You're hopeless, aren't you? How much (9)..... (you / do) in here?  
 Nothing! (10) ..... (I / paint) two doors.  
 Trevor: (11)..... (I / clean) all this old paint around the window.  
 It looks much better now, doesn't it?  
 Laura: (12)..... (we / make) some progress, I suppose.  
 Now, where (13) ..... (that brush /go)?  
 Oh, (14)..... (you / leave) it on the ladder, look  
 ( Eastwood , ibid, 27)

**Speaking**

Group work: Discuss in your group the best ways to promote the culture of peace in your society. This can be carried out through the following steps:

- Students are invited t make their own statue of peace model.
- Students might think of their own acrostic for peace as well.
- Invite them to write five things that would make their family life , university ,town and country more peaceful .
- Suggest that they make up a commercial or advertisement for peace, which could then be performed during an assembly or as part of a peace Festival.
- Students are invited to present their work to their classmate in the end.

**Writing :**

Present a written document on the following topic:

World history suggests that violence and conflict were more evident under male leadership than under female leadership. So, for peace to prevail, female leadership can be considered as a better option than male leadership.

To what extent do you agree or disagree? (IELTS sample questions)

You can get use of these notes:

Male leadership positives	Female leadership negatives
-More honest and democratic	-Lack of decisiveness, charismatic .
-prepared to take risks	-Lack of social acceptance in some societies
-Flexible and motivated	-Less likely to delegate tasks

## 6-8 Major Recommendations

To close this practical section, the author finds it useful to suggest some recommendations that might foster the proposed teaching programme model presented in this chapter. These cover the four skills' teaching aspects and the translation competence. To start with, here are the major aspects that the reading lesson activity should include:

- Before choosing the reading material, the teacher should pay attention to suitability of the text content: Is it relevant to the students' needs? Is it interesting to them? The teacher should care for the exploitability of the text and whether it can be exploited for teaching purposes or not. Finally, beside the factor of authenticity, teachers should wonder if the text is too easy or too difficult for students and how much new vocabulary it contains.
- Learners should be trained to be active readers who are able to automatically identify words and language forms. This is generally achieved by two types of text processing: either *Top-Down* or *Bottom-up*. Bottom-up processing is when students either *skim* the text to obtain general sense of its content or *scan* it. Top-Down processing is when the learner's schemata and prior knowledge is activated to obtain global meaning about the text. The use of both types of text processing should also help students identify the text heading, the topic sentence, the paragraphs' core ideas and the concluding sentences. Along with that, students are trained to take notes and encourage reading them after they finish reading.
- Since efficient reading depends largely on the knowledge of subject matter vocabulary, teachers should help students to develop their vocabulary stock to be fluent readers. Learners might come to the classroom with a lot of vocabulary that is relevant to the field of politics. The teacher's role, then, is to help the student to expand that amount of vocabulary and learn additional political terms that they need for further study. Teachers should teach new vocabulary through context only and avoid teaching it in word lists using dictionary definitions.

- The reading text should be used as a basis for teaching grammar to cope with the new trend of the ESP grammar teaching approach which advocates more functional grammar than structural one (Hutchinson and Waters, 1987).The teacher's role is to help the student focus on grammatical structures which appear in reading texts such as nouns, possessives , verb forms , adjectives and adverbs , and comparative forms.
- Finally, students should be trained on some study skills that are relevant to the reading skill such as being able to understand a research article or even read a book that deals with politics. They also need to be able to locate resources for doing research in their area of specialism.

With regard to speaking, a skill that the students expressed their strong desire to improve, the teacher should look first for activities that carry authentic functions of your language use for the target students. Naturally, speaking as a productive macro-skill depends largely on another receptive macro-skill which is listening. The teacher is asked to devote more time for more increased listening comprehension because this is going to increase their ability to speak. However, the teacher often faces the problem of the crowded class where it becomes impossible for everyone to talk. Yet, the teacher can manage with this challenge through the allocation of project work done by students around topics related to their sphere of study and to be exposed through oral presentation in class. Role play and Group discussions might be also one strategy to overcome the issue of overcrowded class though students rarely listen to each other talk and often blamed for giving a chance to aggressive students to take and hold the floor.

The teacher should also to focus on activities that improve really the students' speaking skill and not just to repeat after the teacher which is not speaking and reinforces the students' mistakes only. Speaking must be developed through real communicative activities that help students to understand spoken English which is more than grammar and vocabulary. In fact learners need what Hymes ( 1962) labelled the *Ethnography of speaking* that is concerned “ ...with the situation and uses , the patterns and functions , of speaking as an activity in its own right”.

It is true that the present research tackles an ESP sphere of study where the focus is on political topics for class discussions and debate. Yet, the teacher should teach students how to introduce themselves with formal greetings and closing, and all forms that generally occur in natural conversation when they do not understand such as ‘pardon me’ , ‘Can you repeat what you have said?’ Or ‘ what does .....mean?’” or “Please , speak more slowly.”

One other important sub-skill for speaking is pronunciation and stress. The speaking sessions should include drills to train students on correct pronunciation and encourage them to speak English as much as they can. The pronunciation lesson should include key points such as syllabus stress, voiced and voiceless consonants, silent letters and silent E.

With regard to another important study skill that is related to speaking and that students should be trained on , the language teacher should train his or her students on giving short oral reports and short summaries on topics and materials that are relevant to the field of political sciences where students will be able to ask questions , give information or clarify points.

Last but not least, the speaking task should be a preparation step for the written task. The teacher can select a topic for class discussion and after being well- elaborated it is used as an input for the written task. Students will find it easy to write about a topic that they already have enough ideas about. The teacher can ask students varied questions to deal with the same topic from different perspectives in the writing activity. With regard to writing, it should be seized as a good opportunity for teachers to check the grammatical structures they have already taught to their students in the grammar session. They can track their students’ committed errors in subject-verb agreement, articles, word-order problems, passive voice, spelling mistakes, punctuation, the use of tenses ... ect.

After attending the English class with the political sciences students, the author noticed the great amount of Arabic language use in the classroom interaction language exchange. The tendency of students to use Arabic as already explained in the class observation analysis section is due to the fact to their weak level in English in general and in the speaking skill in particular. Such a depicted situation raised the idea of the possibility to suggest translation activities in the English teaching programme that was suggested for political sciences students in this Chapter of the current research. Although translation has been dealt with as an independent discipline in the recent years, it seems useful to integrate the teaching of translation in English language teaching syllabus suggested for the students of politics. However, such an integration of

translation as a learning activity should suit the communicative approach teaching methods. The attempt came as a remedy to the previous traditional methods of translation teaching where students were given texts to translate to return it back with errors marked in red; a method that appeared to be out of date and needs an approach that would go a little further.

As a matter of fact, the new approach presents translation as an interactive activity where learners are engaged in a regular activity of comparing answers and providing suggestions to each other. However, the teacher should put the students in the learning context beforehand. Indeed, the proposed process of translation activity should involve the following steps:

- The teacher should set out the lessons objectives and have a clear idea on the envisaged language outcomes first.
- Similarly, the teacher should give the students an idea about the kind of teaching materials they will be working on in order to familiarize them with the format, the genre and the register of the selected materials (a letter, an email, a conversation, a newspaper article, ect.) and prepare them mentally for the activity.
- To facilitate the task more for the students, the teacher should also take care of the language functions the students will be exposed to whether it is describing , narrating , exposing , ect . Along with that, the teacher should make sure that the introduced language forms should be taught in meaningful contexts and that are likely to be used later by students in similar real situation when possible.
- The teacher should also be sure that the suggested materials meet the students' level of interest and get them in negotiations, problem solving and help them evaluate their own learning.
- Beside being appropriate to the students' level, the chosen material for translation should cover a wide range of styles and registers that represent the discourse of politics.
- After producing the first draft, the students should exchange drafts and discuss the main idea of the text , the tone , the style , the meaning of certain words and the cultural elements in the suggested material.
- Finally, the students should agree on a final product after discussing the different versions of translation.

With regards to errors' consideration in all presented skills, the teachers need to encourage their students to use English even if they do mistakes since the main purpose is to communicate. Hence, teachers under the communicative approach language use are more involved with the development of their students' fluency rather than accuracy (Miliani, 2003) and errors are considered part of the learning process.

## **6.9 Conclusion**

The programme model presented in this chapter was a serious attempt to reshape the English language teaching course for political science students on well-elaborated methods and clear learning outcomes. Indeed, it is one step in the right direction towards breaking the anarchy that characterised the teaching of ESP in Algerian universities in general and in Chlef University in particular. The course makes use of the learners' communication potential where one person encodes the message and the other interprets it; the core element of an effective classroom interaction. The suggested model entails also a range of authentic texts and tasks that turn around the students' special area of interest (politics). The author hopes that this would increase the students' motivation towards the course content especially that it will also expose them to different registers and a wide range of linguistic forms and narrative styles. Eventually, the course model needs more polishing, reviewing and evaluation as this is not a finished product.

# **General Conclusion**

English is taught in and outside the Algerian school system as General English or ESP and is affected by the drawbacks of the whole schooling system such as large classes, lack of teaching materials and teacher's training and above all lack of concordance between teaching aims and learners' needs. In this regard, Hutchinson and Waters (1987) state, "*All courses are based on a perceived need of some sort. Otherwise why English would find its way on to school or college timetable: someone at some time must have decided there was a need for it.*"

Indeed, the objective of the current study stems out from that notion of students' needs; the milestone of the research framework development. More precisely, the research investigated the issue of the students' needs in relation to the classroom interaction aspect in ESP learning context which is the English language course implementation in the Department of Political Sciences in Chlef University. In fact, it was important to understand to what extent would the teacher's ignorance to the students' needs affect their motivation and interest towards the course and their classroom interaction in general. The findings revealed that political science students need an English course that would cover the four skills with more focus on the speaking skill which still has little space of interest in the English programme compared to grammar and reading, for instance. The results also showed that the students' need to learn more specific vocabulary related to politics. This involves the selection of themes and topics of meaningful interactive exchange aspects. The students also expressed their need to improve their academic skills related to their field of study. This entails mainly their ability to write a research summary in English, to translate a passage from Arabic or French into English and to do an oral presentation in English.

Along with that the study aimed at investigating the students' perceptions and attitudes to the English course. Although the questionnaire's findings revealed that students had a positive attitude towards the English course, the class observation enabled the researcher to be close to the students to discover their low degree of motivation to attend the English class let alone their lack of interest towards the English course. The students' awareness of the low ranking of the English module in the department curriculum in terms of the allotted coefficient and the amount of teaching hours was one reason behind this lack of interest though they admitted of the importance of the English presence in their current field of study and in their future career. As expected by the research hypothesis, the weak level of students was apparent during the attended observation sessions, a fact that worked negatively on the students' class interaction and, thus, on their interest to learn English as well. As depicted earlier, the students keep looking for an English course that focus more their speaking skill development, however

, their teacher seems focusing on a course that would incorporate more reading tasks which would confirm that she is not completely aware of her students learning needs.

And since the study envisaged a specific context of English language teaching which is teaching English for political sciences students, it was important to seek the views of the content teachers already in charge of the different non-English subjects in the Department of Politics with regard to the English module outcomes on the political science content disciplinary content focus as whole. The incorporation of the content teachers' perceptions and views in the study focus was also for the purpose of checking a potential joint effort of collaboration between content and language specialist teachers. As expected, the results showed the apparent disappointment of the content teachers towards the English course outcomes' efficacy on the students' general performance across the other political science disciplines which was far below their expectations. Concerning the collaboration aspect, the content teachers confirmed that they are ready to give support to the English teachers in case they seek their advice to familiarize themselves more with the content of the political science different disciplines. Yet, this seems a far- reached issue at least for the time being since the English teachers at the Political Science Department lack collaboration within themselves let alone talking about coordinating their efforts with the non-English disciplines teachers in the same department.

The classroom interaction aspect in such specific context of English language teaching was another issue that was deeply explored in relation with the students' needs depiction in the current research. In fact, a whole chapter was devoted to tackle the major components of the classroom interaction such as the teacher, the student and the learning context. The theoretical exploration of the classroom interaction facts and concepts called for a field work investigation to detect both of the students and the teacher's behaviour while actual teaching and learning process is going on. Hence, the classroom observation research method adopted by the researcher seemed the appropriate method to give answers to most raised questions about such specific area of English language teaching classroom interaction.

The results showed that even students managed to interact with their teacher for rather extended instances especially in the Reading Lessons compared with Grammar Lessons, this was most achieved through the use their first language which Arabic .Such a failure to interact in English was due to partly due to their vocabulary shortage and also due to the teacher's adopted teaching method which is based on translation from English into Arabic of most introduced terms and political concepts.

To meet the needs of the political science students for an effective course of English language learning, the study incorporated a programme model that aimed at developing the students' communicative skills and, thus, help them improve their classroom interaction. The programme is a detailed syllabus plan that covers the four macro skills: listening, speaking, reading and writing with more focus on the development of both of the students' oral and written communication skills. The programme model is corpus-based and makes use of authentic texts with political discourse features and appropriate language forms and vocabulary for political science students' class. The programme also offers learners the opportunity to practise their skills in translation from English into Arabic ; a skill that appeared of crucial importance for that target group of English language learners in their field of study which is politics. As a matter of fact, translation has always been present in the language teacher lessons' presentations. However, this was done in a rather 'chaotic' way since both of the teacher and students allow themselves to interact in Arabic more frequently and even more the teacher resorted to translation as tool each time she wanted to explain a new vocabulary for the students. Thus, the target devised programme although it maintains the task of translation, it exposes it in a rather systematic and consistent activity within its content. Since one other main focus of the current study was the ESP classroom interaction, special care was given to the students' speaking skill development through group and pair work interactive tasks which serve as a preparation activity for the written task. Grammar was also taken into consideration in the programme model and compared to the observed grammar teaching methods during the class observation, this time it was contextualized. Hence, the selected grammatical forms were, in fact, depicted in the same sequence reading passage that serves as a basis for more understanding, assimilation and eventually authentic practice of the presented grammatical rules.

The model is a pilot study for the moment and it is the author's wish to see his model accepted and adopted as a teaching model in other Algerian universities after being evaluated and refined by both language and content experts in the field of politics.

In the light of these results, the author has addressed a list of recommendations to the teachers of English at the end of Chapter Six. Similarly, the author would like to end this research with major suggestions to the learners and to the curriculum decision makers in particular.

Learners have been used to sitting down and leaving things to the teacher which is certainly an out of date method of learning since language teaching nowadays tends to rely heavily on a more students' course involvement, participation and interaction. In this regard, the recent approach of language teaching is characterized by new interactional roles of the learners. According to Walsh (2014), "*we need learners to both ask and answer questions, to interrupt where appropriate, to take the initiative, seize the floor, hold a turn, and so on*"

Hence, we ceased talking about learner's autonomy where the learners willingly take the responsibility for their own learning to talk nowadays about a more "jagged" learner's interaction profile (Walsh, *ibid.*). In the new jagged classroom interaction profile, the learner is asked to play more important role in the co-construction of meanings through negotiation, clarification and other feedback means.

With regard to the ESP subject pre-disposition, the students are supposed to come to the classroom with great potential in the subject matter knowledge. Hence, they might know more than the language teacher in their area of specialism which politics. They have only one focus which is developing their language learning skills. They should be motivated to understand a language in a context that they comprehend and find interesting. Students will normally acquire the language as they deal with in natural authentic contexts that are relevant to their specialty field. All these features that the ESP learner should be disposed of before attending the English course are to make of the ESP course a genuinely learner-centred approach course.

With regard to the teaching staff and along with the change of the learner's role, the teacher should not be the only source unique of knowledge; an image that has perpetuated for generations over and over. The new teacher's role should include strategies that cater such assumed new role of the learner in the co-construction of meanings such as scaffolding the learner's contribution in the classroom, offering a key piece of vocabulary, introducing a new phrase, paraphrasing the learner's utterance, and the like.

Coming back to the notion of empathy, the teacher's sensitivity to the learner needs is of utmost importance especially in the area of ESP teaching. Obviously, the teacher's empathy should exceed the students' learning needs' understanding that actually require a Needs Analysis approach for their identification with its different levels of analysis (target situation analysis, present situation analysis and the means analysis) to take the role that is similar to

*“many parents when helping young children struggling to find the right word at a given moment”* (Walsh, *ibid.*) This involves the ability to actively listen to the learners, offer extended Wait Time, correct smoothly their errors and scaffold their contribution (models the language , prompt answers , ect.)

Time and again, language teachers should focus on the development of their learners’ communicative skills through the adoption the Communicative Approach techniques and strategies with some ‘touches’ of Grammar Translation where necessary and appropriate. The learner, then, should be exposed adequately to real language use through authentic ESP teaching materials that are relevant to the political sciences’ situations of communication. For instance, the English teachers are advised to provide learners with real audio- recording presenting natural slices of either written or spoken political discourse that would set a memorable context. More precisely, the teacher should vary the type of activities according to the level of the students and according to the teaching skill he or she wants to focus on. To mention but a few, he or she can incorporate activities such as information, opinion gap, drilling, role play, pair work, group work and project work. Meanwhile, the language teacher should identify the aspects of the communication that are relevant to the discourse of political discourse in terms of genre and register.

With regard to the teaching skills, it is advisable to devise a lesson plan that includes the balance of various skills. Yet, in English for political sciences students, more emphasis would normally be on reading, speaking and translation as revealed by the study findings.

However, it goes without saying that both of the teacher and the learner need a motivating helping learning environment where any adopted methods can be put into practice without any constraints. The setting out of such an effective learning environment demands more planning efforts to be made by the Algerian educational authorities who need to have sustained attention on teachers’ training to upgrade their expertise in the field of ESP teaching. Such qualified teacher training should invite ESP experts to deliver talks and lectures to the English staff working actually in all institutes where English is taught for particular students’ needs including English for political science students. The lectures should cover aspects of English language teaching such as syllabus design, materials development and ESP teaching methods. Moreover, more priority should be given to reviewing the English teaching module

allocated credits, coefficient and the whole teaching targeted aims in the current curriculum to upgrade the module status and increase its value in the student's eyes. In the same way, curriculum developers should help the English teaching staff in all universities converge their perceptions towards a unified course design that would share similar syllabus objectives and lessons' outcomes. Most importantly, it is the Higher Education authorities' role to provide the necessary teaching equipments and learning facilities for the success of course as whole (visual aids, uncrowded classrooms, access to online library resources, ect...)

To conclude, the study was an attempt to explore the situation of English language teaching in the department of political sciences in Chlef University. After theoretical discussions and its practical implications, major drawbacks appeared to prevent administrators, teachers and students to upgrade the English course value in the departments' curriculum in particular and keep pace with what is happening in field of ELT on the International scope. The study suggested an ESP model that is based on students' needs and that is hoped to yield fruitful results with continuous evaluation and refinement along its way of being put into practice. The model was sustained with pedagogical suggestions and recommendations that would serve as a brochure with guidelines for the ESP teacher to follow .The pedagogical guidelines incorporated the implementation of the four skills ESP class with reference to the communicative approach teaching. The recommendations also entailed an urgent call to invest in translation; a skill which seems omnipresent in the actual English course progress.

Finally, the author likes to remind all actors involved in the sphere of ESP teaching in the Algerian context that an effective ESP teaching requires skilful training for English teachers who from their part need to build-up courses according to their students' needs and an increased co-operation between them and content teachers.

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**Students' Questionnaire : (Appendix I)**

I am a doctoral student who is currently carrying out a research in Chlef University to investigate the English language classroom interaction of Algerian students studying English in the political science department. It is hoped that the research may contribute to the development of English language teaching and benefit future English language learners in Algeria in general and in the department of politics in particular. All your answers are for research purposes and confidentiality will be respected .If you have any further enquiries concerning the study, please do not hesitate to write to [aissahanifi800@yahoo.com](mailto:aissahanifi800@yahoo.com) .Thank you very much for participating in the study.

Gender(الجنس): Age: (العمر) : University year(السنة الجامعية): Department ( القسم )  
:University Level(المستوى الجامعي) :

How many years have you studied English? .....

(ما هو عدد سنوات تعلمك للغة الانجليزية)

**1-General Perceptions about English Language Learning**

<b>1-Do you like Speaking English(هل تحب التحدث بالانجليزية)? ( circle the answer that applies )</b> الاجابة المناسبة	
Yes(نعم)	No (لا)

<b>2-Do you like Studying English? (هل تحب تعلم الانجليزية) ( circle the answer that applies)</b> الاجابة المناسبة	
Yes(نعم)	No(لا)

<b>3-Why do you need to study English( ما هو هدفك من تعلم الانجليزية ) (tick all that apply)</b> الاجابة المناسبة	
Higher Education (دراسات عليا)	
For Success in future profession(النجاح في وظيفة مستقبلية)	
To Speak to foreigners (التحدث الى الاجانب)	
Others (اهداف اخرى)	

<b>4-When do you use English?( tick all that apply)</b> اشر على الاجابة المناسبة(متى تستعمل الانجليزية)	
When studying(خلال الحصة الدراسية)	
When socializing(خلال ساعات الترفيه مع الناس)	
At home (في البيت)	
In social media (في مواقع التواصل الاجتماعي)	
Others(اوقات اخرى)	

**5-Which of the following skills do you wish to develop more? ( rate them from 1 : most important to 6 : Less important)**

(اقل اهمية -6.....5.....4.....3.....2.....مهم جدا / 1) (ما هي اهم المهارات التي ترغب في تطويرها )

Skills ( المهارات )	
Speaking (التحدث)	
Reading(القرائة)	
Listening (الاستماع)	
Writing ( الكتابة )	
Vocabulary(المفردات)	
Grammar ( النحو )	

**6-Which skills are emphasized in the English class?**

(اشر على الاجابة المناسبة) tick all that apply ما هي اهم المهارات المركز عليها في القسم

Speaking(التحدث)	
Reading(القرائة)	
Listening(الاستماع)	
Writing(الكتابة)	

**7-What kind of class do you like? ( tick all that apply) اشر على الاجابة المناسبة**

A class with a lot of activities ,pair/group work and projects (حصة فيها الكثير من الانشطة و العمل الجماعي و عرض المشاريع)

Teaching only by the teacher and no activities by the student (تعليم تلقيني كلي من الاستاذ )

## 2-Attitudes towards the teacher of English

**Please circle a number from the scale which you consider appropriate to the statement**

(ضع دائرة على الاجابة المناسبة )

1-My teacher of English presents the course content in way that is appropriate to my level?( استاذ  
(الانجليزية يشرح الدرس بطريقة مناسبة لمستوايا الدراسي)

Definitely agree (أوافق كليا)	Mostly agree (أوافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitelydisagree (أعارض كليا )

2-The teacher speaks with the appropriate volume and speed

(درجة حدة و سرعة صوت الاستاذ جد مناسبة)

Definitely agree (أوافق كليا )	Mostly agree (أوافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitelydisagree (أعارض كليا )

3-The teacher uses the board and the other visual aids and equipments ( الاستاذ يستعمل السبورة اضافة الى (الوسائل الابضاحية الاخرى

Definitely agree ( أوافق كلياً )	Mostly agree (وافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً )

4-The teacher encourages class grouping ( pair work, group work)  
(الاستاذ يشجع العمل الجماعي)

Definitely agree ( أوافق كلياً )	Mostly agree (وافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً )

5- The teacher elicits feedback from the students ( الاستاذ يظهر اهتماماً في تحصيل ردود الفهم و الاجوبة من (الطلبة

Definitely agree ( أوافق كلياً )	Mostly agree (وافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً )

6-The teacher allows me to think, to process and then answer ( الاستاذ يسمح لك بوقت للتفكير و المعالجة ثم (الاجابة

Definitely agree ( أوافق كلياً )	Mostly agree (وافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً )

7- The teacher provides opportunities for STT (Students' Talking Time)  
(الاستاذ يزيد من فرص الوقت الممنوح للطلاب من اجل التكلم و المشاركة في الحصة)

Definitely agree ( أوافق كلياً )	Mostly agree (وافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً )

8- The teacher chooses interesting topics for class discussions  
(الاستاذ يختار مواضيع مناسبة لميولك و اهتماماتك لغرض المناقشة في القسم)

Definitely agree ( أوافق كلياً )	Mostly agree (وافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً )

9- The teacher accepts students' ideas and praise them  
(الاستاذ يتقبل و يثني على افكار الطلبة )

Definitely agree (أوافق كلياً)	Mostly agree (أوافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً)

10- the teacher on this module is passionate about teaching. (الاستاذ يدرس المقياس بحب و شغف )

Definitely agree (أوافق كلياً)	Mostly agree (أوافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree (أعارض كلياً)

### 3- Students' perceptions about the political content course taught in English

Circle the response that applies (ضع دائرة على الاجابة التي تراها مناسبة )

1 Do you like politics as a subject? (هل تحب مادة العلوم السياسية)	Yes (نعم)
	No (لا)
	Sometimes (احياناً)

2- I can best understand political texts which are written in ( أفهم بشكل احسن النصوص التي تحوي مفردات العلوم السياسية اذا كانت مكتوبة بـ )	Arabic (العربية)
	French (الفرنسية)
	English (الانجليزية)

3- Reading English texts containing political terms is ( اجد قراءة النصوص التي تحوي مفردات العلوم السياسية )	Motivating (و محفزة جذابة)
	Boring (مملة)
	Responding to my needs ( موافقة لاحتياجاتي )

4-English political texts are difficult to understand (النصوص السياسية المكتوب باللغة الانجليزية صعبة الفهم)	Often (غالباً)
	Never (ابداً)
	Sometimes (احياناً)

5-Dealing with political texts through the medium of English helps me to learn a lot of (التعامل مع النصوص السياسية عبر اللغة الانجليزية يساعدني على)	Specific vocabulary related to politics (تعلم المفردات الخاصة بالعلوم السياسية)
	Political content knowledge (ذات المضمون السياسي المعرفة تحصيل)
	General English Vocabulary (مفردات الانجليزية العامة)

6- The teacher puts much emphasis in his teaching on  ( اثناء التدريس الاستاذ يركز كثيرا على )	Grammar ( النحو )
	Vocabulary ( المفردات )
	Speaking interactive drills ( تمارين الحوار و المحادثة ) التفاعلية

#### 4-Identifying students' needs\_ ( تحديد حاجيات الطلبة )

Put a cross in the answer that you see applicable ( ضع علامة x في الخانة المناسبة )

What skills you would like to develop in your course of English ? ( Cross them according to their degree of importance)

ما هي المهارات التي تود تنميتها في حصة الانجليزية ؟

المهارات مصنفة من مهم جدا { 1 } الى .....غير مهم { 5 }

	1 very important مهم جدا	2	3	4	5 not important غير مهم
Writing a job application كتابة طلب عمل					
Writing your cv كتابة السيرة الذاتية					
Writing a dissertation summary ( كتابة ملخص مذكرة تخرج )					
Writing a project workshop القيام ببحث					
Summary of a conference presentation ( كتابة ملخص لمداخلة في ملتقى )					
understanding a political text / a newspaper article / a book chapter ect... فهم نص سياسي او مقال صحفي او فصل من كتاب					
Conducting an interview with a politician القيام بحوار مع شخصية سياسية					
Translation a political written or spoken speech ترجمة نص سياسي مكتوب او مقروء					
Analysing a political text تحليل نص سياسي					
making an oral presentation / a press conference القيام بخطاب سياسي او ندوة صحفية					

Please identify up to three things you think are good about this module.

(حدد ثلاثة اشياء تراها جيدة في هذا المقياس )

- 1.....
- 2.....
- 3.....

What changes to the module or its delivery would improve your satisfaction?

ما هي التغييرات التي ترغب فيها و التي يمكن ان تزيد في مدى رضاك و تطلعاتك بهذا المقياس )

.....

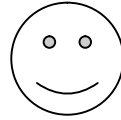
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.....

*Thanks a lot for your help and cooperation*



## Teacher's Questionnaire ( Appendix II)

I am a doctoral student who is currently carrying out a research in Chlef University to investigate the English language classroom interaction of Algerian students studying English in the political science department. It is hoped that the research may contribute to the development of English language teaching and benefit future English language learners in Algeria in general and in the department of politics in particular. All your answers are for research purposes and confidentiality will be respected .If you have any further enquiries concerning the study, please do not hesitate to write to [aissahanifi800@yahoo.com](mailto:aissahanifi800@yahoo.com) .Thank you very much for participating in the study.

### 1-Background information

<i>Age :</i>	
<i>Gender :</i>	
<i>Teaching Experience (months/years) :</i>	
<i>Held Degree :</i>	
<i>Current Department:</i>	
<i>University year:</i>	

### 2- Teaching beliefs

*Tick the answer that applies*

<i>1-Your students' participation and interaction in the classroom is satisfactory</i>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<i>2- As a teacher you should consider your students' needs before designing a course</i>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<i>3- The fact that there is no text book and nor a recognisable syllabus wouldn't hinder the success of your course delivery</i>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<i>4-A good teacher should be aware of his / her students' problems and fears</i>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<i>5-A communicative teaching approach which favours fluency upon accuracy is the appropriate for your students' English language learning</i>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<b>6-The learner is the centre of knowledge transmission , the teacher is only a facilitator</b>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<b>7-Pair work , group work , and discussions around projects can help students to a better interact in classroom</b>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<b>8-I sometimes tolerate the students' L1 in the English classroom to help them explain and understand new vocabulary</b>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

<b>9-The Language learning process is often hindered by the lack of authentic teaching materials</b>				
<b>Strongly Agree</b>	<b>agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>

**1- Relationship with students and classroom behaviour( Circle the answer that applies)**

	No <span style="font-size: 2em;">→</span> Yes			
	1	2	3	4
1-Do you regulate emotion by not showing anger, frustration and anxiety during class?				
2-Do you display positive emotions ( affection, interest , joy , excitement , ect....) in class				
3- Do you often try to create a non- threatening environment before starting your class?				
5- -Do you provide feedback to students?				
6-Does the success of your course largely depend on the personality of the teacher as being attractive and trustworthy and accepting?				
7- Do you correct your students' mistakes immediately during class?				
8- Do you give time for self correction and peer correction?				
9- Do you often notice your students' reticence in class?				
10- Do you vary activities and materials to increase your students' motivation?				
11- Do you select topics according to the students' preferences and interests?				

### 3-The content area (politics) and the English language teaching challenges

*Provide a yes/no answer if not specify any other possible one*

	Yes	No	Other
1-Are you motivated to teach English in a political science context?			
2-Do you think that an EFL teacher without specific training in such special sphere of English language teaching is equipped to teach English to political science students?			
3- Do you think that the good mastery of the English language alone enables you to teach English for political science students?			
4-Is content-specific vocabulary the main challenge for your students?			
5-Do your students face problems with English grammar?			
6 – Is sentence structure another challenge for your students?			
7- Do students face difficulties with political texts’ reading comprehension?			
8-Is speaking an important weakness for your students?			
9-Have you received any training in the methodology of English language teaching to politics students?			
10- Have you attended seminars or workshops that dealt with English for Specific Purposes or Content and Language Integrated classrooms?			
11- Do you think that the topics of your lessons are relevant to your students’ social life and future career success?			
12-Is there any coordination between the English department and the Political science department?			
13- Do you select controversial topics for real classroom political debates to improve their communicative skills and competence?			
14- Do you collaborate with content teachers for an effective English course design?			

**Specify any other challenges about the teaching of this module :**

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

**What changes to the module or its delivery would improve your students’ satisfaction?**

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

*Thanks a lot for your help and cooperation*



## Questionnaire with the content teachers : Appendix III

### Attitudes towards the English placement in the curriculum

Personal information (معلومات شخصية)

Gender (الجنس) : male (ذكر) female (انثى) Department (القسم)

university year (السنة الجامعية) :

How long have you been teaching ( عدد سنوات التدريس ) ?

How long have you been teaching In the department of politics ( عدد سنوات التدريس قسم العلوم السياسية في )

Put a cross in the answer of the box that best applies ضع علامة في خانة الاجابة الموافقة

1-

The implementation of the English module in the department of politics curriculum is useful and beneficial ( ادراج مقياس الانجليزية في قسم العلوم السياسية جد مفيد و فعال )				
Definitely agree ( أوافق كلياً )	Mostly agree (وافق في الغالب)	Neither agree nor disagree (بدون رأي)	Mostly disagree (أعارض في الغالب)	Definitely disagree

2-

The Syllabus of the English module should be set by the teachers of English themselves ( برنامج مقياس اللغة الانجليزية يجب ان يقوم به اساتذة اللغة الانجليزية لوحدهم )				
Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree (أعارض في الغالب)	Definitely disagree

3-

The syllabus of the English module and the relevant learning objectives should be set in accordance with the political science disciplinary content focus تسطير برنا مج مقياس اللغة الانجليزية و الاهداف المتعلقة به يجب ان يوافق الهدف الاساسى لمحتوى مقاييس العلوم السياسية الاخرى				
Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree (أعارض في الغالب)	Definitely disagree

4-

A collaboration language-content teacher is important for a well-established EFL syllabus التعاون و التنسيق بين اساتذ اللغة الانجليزية و اساتذ المضمون للعلوم السساسية مهم في اعداد جيد لبرنامج تدريس اللغة الانجليزية كلغة اجنبية				
Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree (أعارض في الغالب)	Definitely disagree

5-

The current English module syllabus fulfils your expectations regarding its effectiveness in the primary success of the PS department ( برنامج مقياس اللغة الانجليزية الحالي يلبي مستوى تطلعاتك فما يخص فعاليته في ضمان نجاح القسم العلوم السياسية بشكل أولي )				
Definitely agree	Mostly agree	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i> (أعارض في الغالب)	<i>Definitely disagree</i>

6-

A good English module course content should incorporate aspects of critical thinking that is relevant to political discourse knowledge المحتوى الجيد لأي درس في حصة اللغة الانجليزية يجب ان يشمل أوجه التفكير النقدي المتعلق بالمعرفة الخاصة بالخطاب السياسي				
Definitely agree	Mostly agree	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i> (أعارض في الغالب)	<i>Definitely disagree</i>

7-

A good English module syllabus design should be based on the students' perceived needs and wants البرنامج الجيد لمقياس اللغة الانجليزية يجب ان يبنى في تصميمه على تقدير حاجات و رغبات الطلبة				
Definitely agree	Mostly agree	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i> (أعارض في الغالب)	<i>Definitely disagree</i>

8-

The efficiency of any language course depends of the "IT" as a teaching and learning tool فعالية أي درس في اللغة الاجنبية تعتمد على تكنولوجيا الاعلام الالي كوسيلة تعليمية و تعليمية				
Definitely agree	Mostly agree	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i> (أعارض في الغالب)	<i>Definitely disagree</i>

9-

An English course should only focus on developing students' general English academic and professional skills حصة الانجليزية يجب أن تركز فقط على تطوير المهارات الاكاديمية والاحترافية العامة للطلبة				
Definitely agree	Mostly agree	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i> (أعارض في الغالب)	<i>Definitely disagree</i>

10-

An English course should advocate primarily developing disciplinary English language skills حصة الانجليزية يجب تهتم بتطوير مهارات الخاصة باللغة الانجليزية في المقام الأول				
Definitely agree	Mostly agree	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i> (أعارض في الغالب)	<i>Definitely disagree</i>

11-

The English language module implementation in the political science should help undergraduate students to develop their writing academic skills including : essays, projects , reports and dissertations مقياس اللغة الانجليزية في العلوم السياسية يجب ان يساعد طلبة ما قبل التدرج على تطوير مهاراتهم الكتابية الاكاديمية كتحرير المواضيع و انجاز المشاريع و كتابة التقارير و المذكرات				
Definitely agree	Mostly agree	<i>Neither agree nor disagree</i>	<i>Mostly disagree</i> (أعارض في الغالب)	<i>Definitely disagree</i>

\*Other suggestions

.....

.....

.....

**Interview with the teacher : Appendix IV**

I want to thank you for taking the time to meet with me today. My name is Aissa HANIFI and I am doing a research on the status of the English teaching in the political science department. I want you to talk about your experiences of English language in this department. The interview should take less than an hour. Although I will be taking some notes during the session, I will be taping session because I don't want to miss any of your comments. Because we're on tape, please be sure to speak up so that we don't miss your comments. All responses will be kept confidential. This means that I will ensure that any information I include in my report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

**Date :**

**1-Background Information**

**Age :**

**Education :**

**institution:**

**Interviewee (Title and Name):**

**: Department and Discipline:**

**How long have you been ...**

\_\_\_\_\_ teaching English?

\_\_\_\_\_ in this department?

**What is your highest degree?.....**

**2-Do you find it useful to set up this English language module in the political science department? How?**

**3-How were you involved in teaching English for political students?**

**4-Which of the following skills do you see important for your students in your English course?**

Listening

Speaking

Reading

Writing

**5-Do you generally set up a diagnostic test to identify your students' weaknesses and strengths?**

**6-Are you aware of your students' needs ? If so how did manage to know that?**

**Is it through :**

Testing?, One to one talk? Home Assignment? Course work?

Students' Portfolios?

Talk with experienced teachers?

**5-Do you take your students' needs into consideration when you set up your English course learning outcomes?**

**6-Which areas you focus much on during your course?**

*Grammar*      *Vocabulary*                      *Reading Comprehension*      *Writing*  
*Skills*                      *Oral and Speaking Skills*

**7-Do you seek your colleagues' (both EFL teachers and content) collaboration when planning your course objectives?**

**8-Is there a teaching syllabus for your course?If no what prevents you from devising one?**

**9-What resources do you generally use when designing your course?**

EFL books      online resources      printed texts      others

**10- What are the students and the teachers' attitude towards the place and role of English in the faculty curriculum?**

**11- Briefly describe your students' attitudes to your course**

**12-What motivates your students to attend your course?**

**13-What interactive strategies and activities you often use to improve your students' interaction?**

Gamification      Authentic texts      Group and pair work      Visual Aids

**14-Have you got more examples?**

**15- What are some of the major challenges your department faces in improve students' level in English?**

How can barriers be overcome?

**16-To what extent are teaching-related activities evaluated at your institutions? . . . in your department?**

Are you satisfied with the evaluation mode carried out with your students? Can you provide more explanation?

Is there anything else you want to add

Thanks a lot

Observation check list : **Appendix V**

Date :                      time :                      level :                      specialism :                      class attendance :

### 1-Teaching traits

#### 1-The teacher communication

	-2	-1	0	+1	+2
The teacher communicates effectively and accurately in the subject area					
Provides accurate and clear oral and written communication					
Set Clear objectives right from the beginning					

#### The teaching and learning atmosphere

	-2	-1	0	+1	+2
Exhibit a positive attitude and encourages positive behaviour among students					
Allows students to express ideas , needs and interests ( displaying patience)					
Sensitive to the students' needs and feelings					
Responds positively to the students' efforts					

#### 3- The lesson plan , instructions and objectives

	-2	-1	0	+1	+2
Selects appropriate learning objectives					
Selects appropriate teaching objectives and techniques					
Uses curriculum guides , course content and textbook materials					

#### 4-Classroom and time management

	-2	-1	0	+1	+2
Clear and concise directions for transitions between activities					
Materials for students ' distribution are organised and available when needed					
Student- to – teacher and student- to- student interaction is evident					
Good use of instructional time					
Class control and distractions are kept to a minimum					

#### 5- Visual aids use

	-2	-1	0	+1	+2
A variety of instructional techniques and media equipment appropriate to the instruction are used					
Opportunities are provided for students to practice and apply knowledge skills					

#### 6- Effective use of assignment techniques

	-2	-1	0	+1	+2
Group and pair work activities are set					
Assistance is provided to individual students in the process of completing an assignment					
Assignments are varied and adapted to accommodate the learners' differences					

#### 2- Students' engagement / disengagement

##### Engaged

	-2	-1	0	+1	+2
Listening :Listening with a focused eye contact on the instructor , appropriate facial expressions , gestures , posture shifts ( smiling , nodding in agreement or disagreement )					
Reading :Student is reading materials related to class , eye contact focused on the material presented					
Writing : Student is taking notes on in- class material					
Engaged student interaction : Student discussion relates to class material. Student verbal and nonverbal behavior indicates he or she is listening or explaining lecture content. Student is using hand gestures or pointing at notes or screen.					
Engaged interaction with instructor : Student is asking or answering a question or participating in an in-class discussion.					

##### Disengaged

	-2	-1	0	+1	+2
Unresponsive : Student is not responsive to lecture. Eyes are closed or not focused on instructor or lecture material. Student is slouched or sleeping, and student's facial expressions are unresponsive to instructor's cues.					
Off-task : Student is working on homework or studying for another course, playing with phone, listening to music, or reading non-class-related material.					
Disengaged student interaction : Student discussion does not relate to class material.					
Distracted by another student : Student is observing other student(s) and is distracted by an off-task conversation or by another student's computer or phone.					

Evaluator' comments

Field notes : Appendix VI

Lesson: Grammar ( Wh-questions)

Time : 11h/12.30h

Date : March 26<sup>th</sup> , 2017

Level/ Group : 3<sup>rd</sup> PS /G1

number of attendants : 13<sup>th</sup> ( 12g and 1b)

Teacher's activities	Students' activities
11/15 Greeting the students Warming up :what are the main questions that you know ?  “ We have yes/no questions also”	“ Who , what and why?”
11/20 : Why do we ask questions ? “Ok”	Silence To know information
11/25 : Writes on the board :  Where ? When? Who? “ object person” Why? How? “ manner or method”	“ Place” “Time” “No answer ” “ cause No answer
“What does each one question word express?”	
11/ 40 : “Write with me these examples”  writes the date	They start writing
writes definitions of wh-questions ( rules ) “ Ok , good”	One students corrects a mistake for the teacher “ Miss always with S”
“Why are you late?”	12/30 :One boy arrived late  No answer
	“ What with ‘h’ Miss” The same student keeps interacting with the teacher , the other students are silent.
Shuts the door 11/50 /: explains the use of each wh-question with the explanation of some vocabulary each time ( spoonfeeding)	Listen
“Any questions?” “ Do you have any questions?”	Silence

<p>Writes more examples containing wh-questions</p> <p>12/00: “ what is for repetition or ....</p> <p>“ what kind is for what?”</p> <p>- “ We can use both.”</p> <p>“what are the other type of questions?”</p> <p>12/10: writes an exercise</p> <p>Writes a list of separate sentences and asks students to ask question on the underlined words; Eg : I will go to France <u>next week</u>.</p> <p>Corrects their answer , “ When will you go to France?”</p> <p>Provides more examples She went to <u>Spain</u>?</p> <p>“ What is it?”</p> <p>“ Very good !”</p> <p>“ What is the question?”</p> <p>“ Very good”</p> <p>- Explains the use of helper verbs ( does , do and did)</p> <p>Another example : “ Do you like jus?” ( a spelling mistake for juice)</p> <p>“ Yes , but its’ long”</p>	<p>Correct one mistake “ you need a question mark”</p> <p>“ Confirmation” the first time an answer is elicited from the students. The same student says, “ for something special.”</p> <p>One student asks , “ the meaning of the question will change if we use when instead of what time?”</p> <p>“ whom and which.”</p> <p>A student clean the board ( it seems difficult to clean</p> <p>“ When you will go to France?”</p> <p>“ Place.”</p> <p>“ did you go to the university?”</p> <p>Another student , “ I did not understand.”</p> <p>( three students seem to be more interactive ; one boy and two girls</p> <p>One students asks : “ for this questions : did you go to the university ? Can we answer , Yes I went to the university?”</p>
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<p>Another example :  “ I am going to buy a car.”  What is the yes/ no question here ?</p> <p>Feedback for how to use the auxiliary “ to be” in the continuous tenses.</p> <p>“ Is it clear?”</p> <p>“ Ok, next week I will explain it”</p> <p>“ Ok, next week inchallah”</p> <p>12/25 : Class over</p>	<p>“ You are going to buy a car ?”</p> <p>Some students nodded ‘yes’</p> <p>The same active students , “ what is the general rule for asking questions?”</p> <p>“Photocopie ديرهانا في ورقة و حنا نديرو Miss,</p>
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Lesson: Grammar ( Wh-questions)

Time : 14h/15.30h

Date : March 26<sup>th</sup> , 2017

Level/ Group : 3<sup>rd</sup> PS /G2

number of attendants : 18<sup>th</sup> ( 14g and 4b)

Teacher's activities	Students' activities
14/20: starts the class	
Writes the definitions of wh-questions on the board	Copy definitions ( silence)
14/20 : explains the use of Wh-questions ( oevrtalks)	They listen
“ Do you have questions?”	“ No”
“ Can you give me examples using when?”	“When is the exam?”
“ Good” “ example with where” “Good”	“ Where are you from?”
“ I am from England” ( joking) “ example with why?” “ Good” “what”	Students laugh “ Why you didn't succeed” “what is the time ?”
“ Good” 14/40 : writes more examples	“ they copy”
“ Just write , don't do anything”	One student asked , “ شتا نديرو Miss »
Sitting on the desk : “what are the Wh-questions that you know?”	« Which »
“Which for what?” “ Choice” “ Give examples about which” Says nothing When and what time have the same meaning	« Things » « Which country do you like best ?”
“ How is a Wh-question, why?”	“No /YES ما نقدروش نجاوبو ب Because”
“ And because it contains H and W in the end”	

<p>15/00: writes more examples</p> <p>“ He writes <u>novels</u>”</p> <p>Feedback ( helper verb use)</p> <p>“ She went to France.”</p> <p>Clarifies the structure of questions</p> <p>“ Went is the past of.....”</p> <p>“ Good”</p> <p>“ When do you....?”</p> <p>“ What ?”</p> <p>15/10 : writes exercise on the board</p> <p>Fill in the gap with the right question word</p> <p>15/20 : Asks student to correct the exercise</p> <p>The class is over</p>	<p>“What he write?”</p> <p>“ What is he write?”</p> <p>“ What does he write?”</p> <p>“ Where did she go?”</p> <p>“ Go”</p> <p>“ Take”</p> <p>“ the plane?”</p> <p>They copy the exercise</p> <p>One student corrects a mistake on the board. “ U is missing”</p> <p>Do the exercise silently</p> <p>Students pass one by one to correct the exercise</p>
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<p>11/40: She checks understanding</p> <p>She asks students to translate the meaning of each paragraph into Arabic to check understanding</p> <p>She listens ( she agrees and nods)</p> <p>“ what do we mean by ‘employment’ ?”</p> <p>"No job »</p> <p>Interacts with students in Arabic :</p> <p>“ما اهم الاصلاحات ”  “كانو يقرأو في الجوامع”  “كانو مثقفين”</p> <p>Comes back To English :</p> <p>« They are intellectual »</p> <p>“What is upset?”</p> <p>«lack ? »</p> <p>« No lack with a and not u »</p> <p>“ القلة ”</p> <p>11/50 : Sits and explains ( most of the time in Arabic)</p> <p>“المستوى المعيشي زاد تدهورا ”  “ كان هناك مطالب سياسية”  “ المشاركة في وضع القرار ”  “اول دستور في الجزائر عام 1989”  “ تعديل دستوري ”</p> <p>Back to English :</p> <p>« What is ‘ FIS’ In Arabic ? »</p> <p>« What is Challenge ? »</p> <p>«No » , she explains in English and Arabic</p> <p>- Explains the meaning of “ to appease” as that she writes it on the board besides other terms and tells their meaning in Arabic such as :</p> <p>“تعددية” « multiparty »  “انتخابات” « election »</p> <p>Most explanations is in Arabic.</p>	<p>Students take turn to give their summary to each paragraph in Arabic.</p> <p>"بطل"</p> <p>Responds in Arabic :</p> <p>" يضاف الاصلاحات "</p> <p>" مكانش الاطارات "</p> <p>"حزين"</p> <p>" الحظ "</p> <p>No answer</p> <p>They interact in Arabic :</p> <p>" الجبهة الاسلامية للانقاذ "</p> <p>" تنافس "</p> <p>" تحدي "</p> <p>Ther are listening</p>
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<p>12/06: continues with the explanation of some definitions this time ( always in Arabic) :</p> <p>“ Assembly is the assembly of people which .....” “ it is المجلس »</p> <p>« To obtain is to get something .....يتحصل »</p> <p>« As a response is a reaction”</p> <p>“ Cancelled” is “ abandoner” ( The first time in French )</p> <p>-Asks them to translate ‘ sparked”</p> <p>-Explains the type of exams’ questions</p> <p>-Explains in English and Arabic.</p> <p>12/11:Asks them to translate the 2<sup>nd</sup> paragraph into Arabic .</p> <ul style="list-style-type: none"> <li>- Gives some feedback in English and asks another student to read out his translation.</li> <li>- Gives feedback in Algerian Arabic this time.</li> <li>- ( her explains carries some value judgement)</li> </ul> <p>12/20: a talk about the exam schedule</p> <p>Class over</p>	<p>They are listening</p> <p>One student , “ it’s difficult”</p> <p>Another student asks about the exam questions</p> <p>-Another student , “ the last line Miss ما فهمتهاش”</p> <p>- 12/16 : A student reads the translation of the 2<sup>nd</sup> paragraph in Arabic.</p> <p>Another student reads his translation of paragraph p2 in Arabic.</p> <p>-Debate ( in a chaotic way) about the role of FLN in Algerian history in Arabic.</p>
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<p>“Who can read the first paragraph ?”</p> <p>-14/55: Asks student to translate some words expressions from the text into paragraph :  “ came to power”  “ authority”  “ reforms”</p> <p>- She asks them to translate the 1st paragraph in their own style</p> <p>She asks “ when was the first Algerian constitution?”</p> <p>“ Tell me more about the constitutions, you know better than me”</p> <p>The teacher’s explanation to the word ‘primary’ was wrong and thus caused a disagreement among student :  “ Primary means the first”  " يعني اول حزب !"  ( indeed it means prominent)</p> <p>15 /10 : reads and explains the 2<sup>nd</sup> paragraph ( writes the term multiparty on the board)</p> <p>15/20-Asks : « How did FIS emerge?”  “ in which circumstances?”</p>	<p>" تاسيس اول حزب في الجزائر "</p> <p>One student reads the 1<sup>st</sup> paragraph  Another student reads the 2<sup>nd</sup> paragraph  Another student reads the 3<sup>rd</sup> paragraph  ( they read with difficulty)</p> <p>They translate :</p> <p>" جاء الى السلطة"  " جاء الى القوة"  " السلطة"  " الاصلاحات "</p> <p>-Silently they translate the 1<sup>st</sup> paragraph in Arabic.</p> <p>State all the dates :  “ 1963, 1965, 1979 , 1989 , 1996 , 2008”</p> <p>( they seem to have a certain background political knowledge”</p> <p>One student narrates the process of framing the constitution in Algeria.</p> <p>Disagreement among the student about the first party in the Algerian history</p> <p>One student interrupts the teacher and interacts in Arabic  " الجزائر دخلت في ازمة في 1988 "  " مظاهرات في 1988 "  " التعددية الحزبية"  " الجزائر اقتصادها ريعي "  " المؤسسات فلست و حاوزت العمال نتاعها"</p> <p>Always in Arabic :  " استخدام السياسة في الدين "  " خروج عن طاعة الحاكم حرام "  " حتى لو كان الحاكم فاسد "</p> <p>Another student :  " مكانش منها هاذي "</p>
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<p>-Remains silent</p> <p>15/26 :Asks them to translate the remaining paragraphs</p> <p>Checks attendance</p> <p>Class is over</p>	<p>(hard talk , hot debate )</p>
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Lesson: Correction of the 1<sup>st</sup> term exam Time : 11h/12.30h Date : April 12<sup>th</sup> , 2017

Level/ Group : 3<sup>rd</sup> PS /G1

number of attendants : 16<sup>th</sup> ( 14g and 2b)

Teacher's activities	Students' activities
<p>-It's 11/20 and the session has not started yet ( no room is available due to some cleaning up) - 11/30 : starts the class</p> <p>Hands back copies of exam to students to check them</p> <p>She did little correction for some common mistakes detected in the exam sheets .</p> <p>Remains silent</p> <p>Asked them to review their Non English courses . Spent the remaining time sitting on the desk doing nothing</p>	<p>Students asked to see their marks first before correction</p> <p>They seem busy asking each other how much they got.( they seem satisfied with their marks)</p> <p>They start revising the other modules' courses.</p>

Lesson: Correction of the 1<sup>st</sup> term exam Time : 14h/15.30h Date : April 12<sup>th</sup> , 2017

Level/ Group : 3<sup>rd</sup> PS /G2

number of attendants : 15<sup>h</sup> ( 14g and 1b)

Teacher's activities	Students' activities
<p>- 14/20 :starts the class</p> <p>Have a quick correction of the exam questions ( writes the answers and their corresponding points on the board)</p> <p>Hands back copies of exam to students to check them</p> <p>Remains silent</p> <p>Asked them to review the courses of the other modules. Spent the remaining time sitting on the desk doing nothing</p>	<p>Students asked to see their marks first before correction</p> <p>They seem busy asking each other how much they got.( they seem satisfied with their marks)</p> <p>They start revising the other modules' courses.</p>

## Appendix VII

**Hassiba Ben Bouali University**

**Faculty of Law and Political Sciences**

**Political and Administrative Organization**

**Level: Third year**

### **Text**

The primary political party in Algeria is the FLN (the Front de Liberation Nationale) (National Liberation Front). The FLN came to exist in the mid-1950s during the Algerian Revolution. Following independence in the 1962, the FLN came to power, and has continued its hold on the government throughout the decades. Post-independence, they attempted to enact a number of social reforms in the country.

However, in the 1980s, many were upset with the lack of economic groups, and the few jobs in the country (high unemployment existed). It was at this time that an Islamist party, the Islamic Salvation Front (FIS) came about to challenge the FLN. The FLN, in order to appease the Algerian society, was willing to allow multiparty elections in the early 1990s. However, In the December 1991 elections, it had 15 seats in the new assembly, with close to half of the voices of the FIS, which had obtained 188 with gerrymandering. As a response, the government cancelled the then upcoming 1992 elections in January, which sparked a civil war.

The FLN, through the rise of Abdelaziz Bouteflika into power in 1999, has continued to be able to control the government of Algeria. In the May 2012 elections, the FLN won 220 seats out of the possible 462. Furthermore, not only they were active in politics, but it is believed that they have strong economic interests in the country as well; “Many Algerians say aging FLN leaders, business magnates and army generals – known as “Le Pouvoir” or “The Power,” in French – have long managed politics in behind-the-scenes negotiations and see themselves as guardians of stability” (Al Arabiya, 2014).

## **Political Sciences Department**

**Level : Third year**

### **Text**

Colonialism is a cultural phenomenon that traces back hundreds of year and has affected nearly every region in the world. The countries of the Arab world and Middle East have been significantly affected by the effects of colonialism. The 1980s were known as the “colonial era” and most of the occupation in the middle east took place during that era. While we are supposedly living in the days of “post colonialism”, there are still signs of colonization evident in the Arab world today. The conflict between Israel and Palestine is very similar to the French colonization of Algeria in 1830, and although the occupiers had different reasons for occupying the territories.

In 1830 France conquered Algeria and remained in power until 1962. When the French noticed the abundant farmland in Algeria, they wanted to take over and use land to benefit their own economy. The Pied Noir was sent to Algeria in order to change the demographics of the land and they came to think of Algeria as their own country. The French colonizers imposed many changes on Algerians through the use of settler colonialism, segregation, and extreme prejudices. Although the Palestinians have always resisted Israel occupation and the Zionist movement, they have not yet been successful in defeating them.

**Hassiba Ben Bouali University**  
**Faculty of Law and Political Sciences**  
**Political and Administrative Organization**  
**Level: Third year**

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## **The meaning of politics**

**Political** is a ubiquitous and seemingly indispensable term in the discussion of human affairs. We use it to speak of quite different kinds of things, institutions, actions, conflicts, expenditures, a type of discourse, as it is a branch of science, and such. It is applied to the life and thought of modern nations, ancient cities, and primitive tribes. Even the internal affairs of businesses, unions, schools are sometimes called political

## **Political science**

**Political science** is a [social science](#) which deals with systems of government, and the analysis of [political](#) activities, political thoughts and political behavior. It deals extensively with the theory and practice of politics which is commonly thought of as determining of the distribution of power and resources. Political scientists "see themselves engaged in revealing the relationships underlying political events and conditions, and from these revelations they attempt to construct general principles about the way the world of politics works."

Political science comprises numerous fields, including [comparative politics](#), [political economy](#), [international relations](#), [political theory](#), [public administration](#), [public policy](#) and [political methodology](#). Furthermore, political science is related to, and draws upon, the fields of [economics](#), [law](#), [sociology](#), [history](#), [philosophy](#), [geography](#), [psychology](#), and [anthropology](#). As a social science, contemporary political science started to take shape in the latter half of the 19th century when it began to separate itself from political philosophy which traces its roots back to the works of [Aristotle](#), [Plato](#).

Comparative politics is the science of comparison and teaching of different types of [constitutions](#), political actors, legislature and associated fields, all of them from an intrastate perspective. [International relations](#) deals with the interaction between [nation-states](#) as well as intergovernmental and transnational organizations. Political theory is more concerned with contributions of various classical and contemporary thinkers and philosophers.

## « Wh questions »

They are questions which are asked to get a specific response or to derive a certain information. In other words, if you want to get an information about someone or something you use the suitable Wh question.

1-**When** : to ask about time . Eg: *when* is the meeting?

2-**Where**: to ask about place. Eg: *where* is the shop?

3- **Who**: person, people. Eg: *who* is the girl wearing blue?

4-**Why**: reason. Eg: *why* is she always late?

5-**What**: object. Eg: *what* is she eating?

Idea. Eg: *what* is your plan for today?

Action. Eg: *what* are you doing?

\***What?** is used for repetition and confirmation. Eg: pardon, *what* did you say?

\***What kind?** Description. Eg: *what kind* of movies do you like

\***At what time?** Time. Eg: *at what time* did the football match start?

6- **which**: choice (things in particular). Eg: *which* dress do you prefer, the blue or the red one?

7-**Whose**: possession. Eg: *whose* is this book?

8-**Whom**: to ask about the object of the verb. Eg: *whom* did you meet yesterday?

9-**How**: manner (method of doing something). Eg: how do you go to work?

\***How many**: quantity ( countable nouns). Eg: how many students are in the classroom?

\***How much**: amount (price/uncountable nouns). Eg: how much did you pay for the dress?

\***How long**: time period(duration). Eg: how long did you stay in Paris?

\***How far**: distance. Eg: how far is the university from your house?

\***How old**: age. Eg: how old is your grandfather?

**Exercise one**: fill the gaps with the suitable Wh question

1/.....do you live ?

2/.....is that girl?

3/.....do you go to school?

4/....do banks open?

5/....are you wearing that coat?

6/.....are you going tomorrow?

7/.....do you like to have for dinner?

8/.....are you crying?

9/ ..... do you feel today?

10/.....book is this?

11/.....color do like ?

12/.....is Algiers from Oran?

13/.....cars are in the garage?

**Exercise two**: Ask question about the underlined words:

1/they went to Spain

2/he writes novels

3/ Lucy plays chess

4/ she is 13 years old



## University Of Chlef.

### Political Science Department.

evr's  
decisions

Political science is typically defined as the systematic study of political life. Political scientists study both the theories of politics and how they actually come to be applied. This is done by examining the human relationships of those involved in the various political processes as well as the fundamental ideals of freedom, equality, power, and justice. Political scientists serve as teachers and advisors, conduct research, and suggest changes in political policy. The area of political science is so large that it is generally divided into smaller fields to allow its students to specialize their knowledge.

Political Theory and Philosophy are studied within the context of history. Political scientists in this field examine the political thoughts of the past by reading the works of famous theorists and philosophers such as Aristotle, Plato, Aquinas, Machiavelli, Locke, Kant, Marx, and many others. These works help political scientists to understand the forces that shaped modern theories of government and politics.

Comparative Government calls for the comparison of the political institutions and practices of two or more countries. By finding the similarities and differences between them, political scientists can evaluate the effectiveness of different ideas and the influence of circumstance on policy. The levels of government involvement and their benefits or drawbacks as seen by the people are of particular interest.

National Government and Politics are specific to the country being studied. Most political scientists pay particular attention to the government and politics of their own nation as it is generally the easiest to access and has the most effect on the scientist. The study of one's own government can provide a basis of comparison with other governments or a starting point for a program of political change.

Public Administration is the study of how public officials deal with their responsibility and perform the duties required of them. Public administrators must oversee the distribution and accounting of funds, allocation of resources, management of personnel, and projects of the community in which they hold office. Administrators must find ways to balance the needs and desires of the people with the laws and regulations of the government.

International Relations deal with the interaction between the different nations of the world. International law and organization provide a buffer between nations and prevent difficulties by overseeing agreements and assisting in the resolution of problems. Most nations also keep diplomats and ambassadors to work out differences and provide links between countries. Political scientists also study the effects of nationalism and imperialism, as well as isolationism, on the way nations interact with each other. This field deals with the wide range of theories and practices connected with defense policies, and the politics of war and peace.

Political Behaviour is how the people react to political conditions and influences. By studying the political behavior of the voting populace, political scientist can come up with generalizations of what people are likely to support and what they will actively seek from their government. Voter demographics and polling data are the two most important innovations for those studying the election process and have become very useful in the development of voter-specific propaganda.

#### Activity one:

A- How many paragraphs are there in the text?

B- Answer the following questions:

systematic spreading  
of ideas & influence

1-what is the political science defined?

2-how many smaller fields are the political science divided?

3-who examine the political thoughts of the past by reading the works of famous theorists and philosophers such as Aristotle, Plato, Aquinas, Machiavelli, Locke, Kant, Marx, and many others?

4-Do the International Relations deal with the interaction between the different nations of the world?

5- is the Political Behaviour the study of how public officials deal with their responsibility and perform the duties required of them?

**C- ask the questions about the underlined words:**

1- Political scientists study both the theories of politics and how they actually come to be applied.

2- Comparative Government calls for the comparison of the political institutions and practices of two or more countries.

3- Political scientists also study the effects of nationalism and imperialism.

D-find the synonyms of the following words from the text:

Country = (04th§) / known = (02 second §)

**F:- find the opposites of the following words from the text :**

National (06th§)/ disadvantages (03rd §)

**Activity two :**

**Correcte the verbs between brackets :**

1. National Government and Politics..... (to be) specific to the country being studied.

2. Political science .....(to have) clear antecedents stretching back to ancient civilizations.

3. Political scientists .....(to serve) as teachers and advisors

Second year students

*Advertisement*

*Advertising is a message designed to promote a product ,a service or an idea.In*

*everyday life ,people come into contact with many kinds of advertising.Printed advertisement make up a large part of newspapers and magazines poster and appear in many buses,subways and trains.Neon signs along downtown streets flash advertisement .*

*The purpose of most advertising is to sell the products or services.Manufactures*

*advertise to try to persuade people to buy their products.Large business firms also use advertising to create*

*a favorable image of their company .Local business use it to gain new customers and increase sales.*

*advertising ,thus,plays a key role in the competition among business for the consumer's dollar.*

*Advertising is also used by individuals, political parties and candidates,social*

*organization , special interest groups, and the government .Many people advertise in newspapers to sell used*

*cars ,homes, or other property .Political parties and candidates use advertising to try to win votes . Social*

*organizations and special interest groups often advertise to promote a cause or to influence the way*

*people think or act .*

# Definition of some terms:

1. The United Nations: The United Nations is an international organization whose stated aims are to facilitate cooperation, law, international security, economic development, social progress, human rights, and achieving world peace. The UN was founded in 1945 after world war 2 to replace the league of nations, stop wars between countries and to provide a platform for dialogue.

2. Democracy: Democracy came into existence as a form of government in Europe about three hundred years ago. The nations of other continents have gradually adopted it because of the positive things it offers to every member of the society.

3. Socialism: refers to a broad set of economic theories of social organization advocating public or state ownership and administration of the means of production and distribution of goods, and a society characterized by equality for all individuals with a fair or egalitarian method of compensation.

Modern Socialism: Originated in the late 19th century intellectual and working class political movement that criticized the effects of industrialization and private ownership on society.

4. Capitalism: Capitalism is an economic system in which wealth, and the means of producing wealth, are privately owned and controlled rather than state owned and controlled. Through capitalism, the land, labor, and capital are owned, operated, and traded by private individuals either singly or jointly, and investments, distribution, income, production, pricing

2) democratic of country or state system controlled by representative elected by elected by people.

- political decision: A choice or judgement that you make after thinking and talking about what is the best thing to do.

- National: something related or connected to a particular nation.

- international: sth connected with two or more countries.

- justice: The fair treatment of people through laws based on giving equal rights.

1- Injustice: unfair treatment of people of country.

2- Civilisation: A civilisation is a highly organized society that has developed forms of government, religion, written language, arts, sciences and learning. It can also describe the culture of a complex society. Every society has a specific set of ideas, customs, and arts that make it unique. "Civilisation": A state of human society that is very developed and organized.

3- Military Force: A violent physical force used to obtain or achieve sth/colonize.

4- Colonization: To take a control of state or country by force that is not your own.

5- accusation: a statement saying that you think a person is guilty of doing sth.

16- Human rights: A universal declaration was proclaimed by the United Nations. It sets forth (enacts) the basic social and civic rights and freedom of every human being. It is intended to serve as a common standard of achievement for all people and all nations.

17- Racism: An unfair treatment of people who belong to a different race.

18- Crimes: Activities that involve breaking the laws, e.g. killing & stole.

9- Exploitation: a situation in which somebody treat another somebody in unfair way.

1- Disruption: problems and troubles.

2- Occupation: The act of moving to another country & taking control of it by force.

3- Developing countries: The poor and weak countries. The rich and powerful countries.

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Crisis: A time of great danger, difficulty.

1. Disruption problems and troubles.

2. Occupation: The act of moving to another country & taking control of it by force.

3. Developing countries: The poor and weak countries.

Developing countries: The rich and powerful countries.

Developing countries: The rich and powerful countries, the control of particular country or ruler.

## Regular contact among nations

Nations have found ways to entertain some relation or another with each other even when they face important difficulties. Through their long history they have exploited various opportunities to reduce the gap separating them and overcome their differences. In the past they realised that need mainly by exchanging the goods they produced and by offering mutual help when the conditions were harsh especially during wars and natural catastrophes. Any time ~~that~~ community did an important project which surpasses its own means it kept the door open for foreigners to come into their land.

~~That~~ situation reinforced gradually the contacts among nations. Today things in this field have taken a more intense aspect and thanks to the modern means of technology. Both distances and other obstacles are being eliminated little by little. The first accomplished through the vast commercial exchanges; it is also conducted through tourism; international sport competitions.

Handwritten signature or scribble in blue ink, possibly reading "T. T. T." or similar, with a large flourish below.

Chief university.  
Political science department.  
Miss I. Dezzar.

## **Devout French Muslims Vow to Avenge Jihadi Merah's death, Muslim Cleric:**

*Algerian Cleric Belhadj, Former VO of Islamic Salvation Front, Calls Sarkozy 'Despicable' Over Toulouse Shooter Merah's Burial In France; French Islamists Call Sarkozy 'Pig' and 'Jew,' Calls Jewish 'Enemies of Allah,' and Justifies Merah's Actions MEMRI*

*Following are excerpts from an address by Algerian cleric Ali Belhadj, former vice-president of the Islamic Salvation Front, in the course of which a Muslim with dual nationality demonstratively tears up his French passport. The footage was posted on the Internet on March 30<sup>th</sup>, 2012.*

*Ali Belhadj: Yesterday, I saw that despicable man, Sarkozy of France. Forgive me. I brought important things to talk about, but sometimes, there are things that make one go off on a tangent.*

*I saw the father of Merah, Allah's mercy upon him...*

*Crowd: Allah's mercy upon him...*

*Ali Belhadj: He asked for his son to be buried in Algeria. True, he was a French citizen and was supposed to be buried in France, but if his father writes a letter to the president, asking that his son be buried in Algeria - why did they refuse?*

*Did his act warrant his excommunication? Is he a heretic? He should be buried in a Muslim graveyard, and prayers should be said for him.*

*French Muslim: Sheik, I would like to say something.*

*Ali Belhadj: Go ahead.*

*French Muslim: Sheik, this is my way of supporting... I would have like to have done it in front of Allah's enemies in France 24 TV, and in front of all the infidels. I want Allah's enemy Sarkozy to see this.*

*I have dual nationality. Sarkozy, Allah's curses upon you...*

*Tears up his French passport*

*Crowd: Allah Akbar... Allah Akbar...*

*French Muslim: I love you as a brother in Islam, Sheik... I am doing this in support of my brother in Islam, the mujahid Muhammad Merah.*

*Crowd: Allah Akbar... Allah Akbar...*

*French Muslim: By Allah, he was a lion, my brothers. Let me tell you, Sheik, he is not a kharijite. By Allah, he is a Sunni Salafi.*

*Sheik, I would like to tell you something.*

*Ali Belhadj: Go ahead.*

*French Muslim: I am not in a position of authority in matters of jurisprudence. You are a sheik, and I love you as a brother in Islam. By Allah, [Merah] was not in the wrong, because there are fatwas by great scholars who said: If they kill our women, kill their women, and if they kill*

our children, kill their children.

*Sheik, he was not in the wrong. Sheik Ibn Al-Uthaymeen said this, and he was a great scholar, and Ibn Taymiyya and many others said it before. [Merah] was a God-fearing man, and I don't mind if they denounce me.*

*Sheik, let me say to that Sarkozy: Allah's curses upon you, you are pig! You are a Jew. We know you all too well. I lived among you in France, you enemies of Allah. I was a lawyer, defending our brothers in Islam. Let me tell you something. I pray that Allah place [Merah] in Paradise. Sarkozy, you are pig, may Allah freeze the blood in your veins.*

*Crowd : Amen.*

*French Muslim : Allah, bring a black day upon them.*

*Crowd : Amen.*

*French Muslim : I would also like to say to our brothers in the Forsane Alizza organization, was headed by my brother Abu Hamza, who was taken to prison. Sheik, they sent 19 of them to prison, although they had nothing to do with it. They had nothing to do with those brothers. [the Forsane Alizza] are preachers, religious people, who wanted to defend women wearing the niqab.*

*Sheik, I'm not in a position to...*

*Ali Belhadj : May Allah bless you...*

*French Muslim : Sheik, may that lion [Merah] vouch for me on Judgment Day.*

## HUMAN RIGHTS

In western countries, governments always speak about human rights, democracy, civilisation, accusing the other nations not to respect these high ideals. Who has created slavery and colonisation? Who is dominating the world and plundering the resources, and overexploiting the populations of the third world? Who has created the artificial states based on the racism such as Israel and south Africa? Who has exterminated some peaceful populations and committed crimes against humanity: of course these so-called civilized nations.

Let's take the example of the creation of the U.S.A based on the massacre of the Red Indians. An other living example is Vietnam, where hundred of thousands of bombs have been dropped on civil populations. In Algeria we got our independence by paying a tribute of almost two millions martyrs. Nowadays, in Palestine, massacres are daily performed on civil populations with the help of these "civilized nations", in the name of which principle? I don't know. In this region they allow and help Jews from any nationality to settle; whereas they expel the native Palestinians who are called by the western mass media: "terrorists" Who are the terrorists? And now, in 1990, we see an "international" mobilisation to protect the sovereignty of Koweit, while we avoid speaking about the Israeli occupation of Arab territories. This is pure dishonesty.

## Appendix VIII

University of Hassiba Ben Bouali Chlef

Full Name:

Political Sciences Department

Number:

Teacher in Charge: Miss. BOUHABIB Hadjira

### Second Term Examination

#### Text:

American foreign and domestic policy is often tied to two primary issues of this turbulent region: [religion](#) and [oil](#). Religious ties have focused on the status of Israel (and [Palestine](#)) as a Holy Land for Christianity, Judaism and Islam, with special questions about Jerusalem. Since the birth of Israel as a state, the US has often acted as a guarantor of its sovereignty through military aid and diplomatic support. While this affiliation has rested on various ideological foundations, it also incorporates strong linkages between Jews in the United States and the Zionist commitment to Israel. This does not imply a monolithic Jewish lobby: there have been both tremendous economic, spiritual and political support for Israel among American Jews and severe criticism. Yet it means that issues of Israel must be addressed in local politics, especially in areas like New York City, NY.

Christian attitudes range from those **who** regard Jerusalem, Bethlehem and other centers as holy monuments divorced from their local and political history to those who would hasten the Apocalypse there. Some Arab Americans also see this area as both religious center and homeland, especially in the case of Americans of Palestinian descent, Christians and Muslims.

These linkages have led to intense American involvement in fostering regional peace with guarantees for Israel's security. American involvement in Lebanon grew out of these ongoing conflicts, while Presidents Carter and Clinton have hosted lengthy summits at Camp David in search of peace. At the same time, the Middle East holds oil, often in Arab states towards **which** the US once adopted neo-colonial relationships. Here, alliance with Israel has been read as opposition to Arab claims. Ongoing difficulties with Iran, Iraq and Libya, as well as complex alliances with the conservative Islamic regimes of Saudi Arabia and Kuwait, have complicated [American foreign policy](#) while ensuring even by war the supply of relatively cheap fuel. The Gulf War underscored the complexity of power and dependency that binds the US to the past and future of this region.

<http://www.englisharticles.info>

#### Section One: Reading Comprehension: (08 pts)

##### I. Answer the following questions according to the text:

a. Give a title to the text.

.....

b. How many ideas are mentioned in the text?

.....

c. On what standers do the American foreign policies stand?

.....

.....

d. Does the United States of America support the foundation of Israel? and how?

e. According to the text define the ties between America and the Arab countries?

**II. Say if these statement are true or false:**

1. Palestine is a religious area.....
2. The American policies depended on creating wars and struggles in the Arab world.....
3. The relation between America and the Arab disturbed Isreal.....

**III. Word reference:**

What do the underlined words refer to?

- a. Who (02§) .....
- b. which (03§).....

**Write the synonyms of:**

link= ..... oil= ..... coalition=.....

**Write the opposite of:**

costly≠..... cushy≠..... delicate≠.....

**Section Two: Mastery of Language: (06 pts)**

**1. Match the sentences in A) and B) and write a single sentence with them using the words given in brackets:**

A	B
1. The building work is still on schedule	a. despite a problem in digging the foundations.
2. We've decided not to go on holiday this year	b. in an attempt to reduce traffic noise.
3. The council has planted trees at the side of the road	c. because they had recently been a strike by postal workers.
4. The parcel had been delayed	d. we want to save money for a new car.

**Even though:** .....

**In order to:** .....

**So as to:** .....

**Due to:** .....

**Complete each of the sentences below with the correct form of the adjective.**

- Jeremy is 10 years old. Jenny is 8 years old. Jeremy is (old) ..... Jenny.
- The Alps are very high. They are (high) ..... mountains in Europe.
- An ocean is (large) ..... a sea.
- A Rolls Royce costs a lot of money. A Twingo costs less. A Rolls Royce is (expensive)..... a Twingo.

**Written Expression: (06 pts)**

**Choose the correct words in the following text.**

The customers at the funfair were leaving (and/but) the lights were going out. The last two people on dodgem cars paid (and/so) left. The big wheel stopped (for/and) the merry-go-round stopped (as well/not only). The stalls closed down (so/and) the stall-owners went home. At 2 a.m. four night watch men walked round the funfair, (but/so) there was no one to be seen. "I'm fed up walking round," one of them said, ("yet/what) what can we do?" "We can (or/either) play cards (either/or) sit and talk." They were bored, (so/for) there was nothing to do on this quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses (yet/and) the fourth started the motor. Then he jumped on too (and/but) round they went. They were having the time of their lives, (but/so) suddenly realized there was no one to stop the machine. They weren't rescued till morning (and/but) by then they felt very sick indeed!

**University of Hassiba Ben Bouali Chlef**

**Full Name:**

**Political Sciences Department**

**Number:**

**Teacher in Charge: Miss. BOUHABIB Hadjira**

**Second Term Examination**

**Text:**

American foreign and domestic policy is often tied to two primary issues of this turbulent region: [religion](#) and [oil](#). Religious ties have focused on the status of Israel (and [Palestine](#)) as a Holy Land for Christianity, Judaism and Islam, with special questions about Jerusalem. Since the birth of Israel as a state, the US has often acted as a guarantor of its sovereignty through military aid and diplomatic support. While this affiliation has rested on various ideological foundations, it also incorporates strong linkages between Jews in the United States and the Zionist commitment to Israel. This does not imply a monolithic Jewish lobby: there have been both tremendous economic, spiritual and political support for Israel among American Jews and severe criticism. Yet it means that issues of Israel must be addressed in local politics, especially in areas like New York City, NY.

Christian attitudes range from those **who** regard Jerusalem, Bethlehem and other centers as holy monuments divorced from their local and political history to those who would hasten the Apocalypse there. Some Arab Americans also see this area as both religious center and homeland, especially in the case of Americans of Palestinian descent, Christians and Muslims.

These linkages have led to intense American involvement in fostering regional peace with guarantees for Israel's security American involvement in Lebanon grew out of these ongoing conflicts, while Presidents Carter and Clinton have hosted lengthy summits at Camp David in search of peace. At the same time, the Middle East holds oil, often in Arab states towards **which** the US once adopted neo-colonial relationships. Here, alliance with Israel has been read as opposition to Arab claims. Ongoing difficulties with Iran, Iraq and Libya, as well as complex alliances with the conservative Islamic regimes of Saudi Arabia and Kuwait, have complicated [American foreign policy](#) while ensuring even by war the supply of relatively cheap fuel. The Gulf War underscored the complexity of power and dependency that binds the US to the past and future of this region.

<http://www.englisharticles.info>

**Section One: Reading Comprehension: (08 pts)**

**III. Answer the following questions according to the text:**

f. Give a title to the text.

**American's Policy in the Middle Eastern Countries.**

g. How many ideas are mentioned in the text?

**There are three ideas in the text**

h. On what standers do the American foreign policies stand?

**The American foreign policies stand on oil and religion.**

i. Does the United States of America support the foundation of Israel? And how?

**Yes, through the military supplies.**

j. According to the text define the ties between America and the Arab countries?

**Their relation builds upon exploiting the Arabs oil**

**IV. Say if these statement are true or false:**

4. Palestine is a religious area **true**

5. The American policies depended on creating wars and struggles in the Arab world **false**

6. The relation between America and the Arab disturbed Isreal **true**

**III. Word reference:**

What do the underlined words refer to?

c. Who (02§) **Christian**

d. which (03§) **the Middle East**

**Write the synonyms of:**

link= **tied**

oil= **fuel**

coalition= **alliance**

**Write the opposite of:**

costly≠ **cheaply**

cushy≠ **complicated**

delicate≠ **difficult**

**Section Two: Mastery of Language: (06 pts)**

2. Match the sentences in A) and B) and write a single sentence with them using the words given in brackets:

A	B
1. The building work is still on schedule	a. despite a problem in digging the foundations.
2. We've decided not to go on holiday this year	b. in an attempt to reduce traffic noise.
3. The council has planted trees at the side of the road	c. because they had recently been a strike by postal workers.
4. The parcel had been delayed	d. we want to save money for a new car.

**Even though:** The building work is still on schedule even **though there was a** problem in digging the foundations.

**In order to:** We've decided not to go on holiday this year **in order to** save money for a new car.

**So as to:** The council has planted trees at the side of the road **so as to** reduce traffic noise.

**Due to:** The parcel had been delayed **due to** a recent strike by postal workers.

**Complete each of the sentences below with the correct form of the adjective.**

- Jeremy is 10 years old. Jenny is 8 years old. Jeremy is (old) **older than** Jenny.
- The Alps are very high. They are (high) **the highest** mountains in Europe.
- An ocean is (large) **larger than** a sea.
- A Rolls Royce costs a lot of money. A Twingo costs less. A Rolls Royce is (expensive) more **expensive than** a Twingo.

**Written Expression: (06 pts)**

**Choose the correct words in the following text.**

The customers at the funfair were leaving (*and*/but) the lights were going out. The last two people on dodgem cars paid (*and*/so) left. The big wheel stopped (for/*and*) the merry-go-round stopped (*as well*/not only). The stalls closed down (so/*and*) the stall-owners went home. At 2 a.m. four night watch men walked round the funfair, (*but*/so) there was no one to be seen. "I'm fed up walking round," one of them said, ("*yet*/what) what can we do?" "We can (or/*either*) play cards (either/*or*) sit and talk." They were bored, (so/*for*) there was nothing to do on this quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses (yet/*and*) the fourth started the motor. Then he jumped on too (*and*/but) round they went. They were having the time of their lives, (but/*so*) suddenly realized there was no one to stop the machine. They weren't rescued till morning (and/*but*) by then they felt very sick indeed!

**University of Hassiba Ben Bouali Chlef**

**Full Name:**

**Political Sciences Department**

**Number:**

**Teacher in Charge: Miss. BOUHABIB Hadjira**

### **Second Term Examination**

**Text:**

The Universal Declaration of Human Rights lists many freedoms that should be granted to individuals around the world. Some examples of individual freedoms include the following: Freedom of opinion, and speech, freedom to give and receive information, freedom from discrimination, freedom from slavery, freedom from torture, freedom of religion, and freedom to organize meetings.

Although most civil societies endorse freedoms such as this, they do not do so without debate about controversy. Members of civil societies often engage in animated debates about the limits of different freedoms, including the boundaries of free speech and the limitations of freedom of expression.

Debated centre around questions such as these: Should people be able to ruin someone's reputation with an untrue newspaper reporter? Should a military officer be allowed to tell a newspaper report about secret military plans? Should groups be allowed to hold a meeting in a public park or stage a march through a down town area? Should young people be able to wear whatever clothes they want to school? The answers to such questions are complex.

Some governments limit individual freedoms with time, place and manner restrictions. For examples, they govern when, where and how challenge faced by such government is in finding the proper balance between individual freedoms and the right and interests of society in large.

**Source:** Electronic Journal.

#### **Section One: Reading Comprehension: (08 pts)**

**V. Answer the following questions according to the text:**

**k.** Give a title to the text.

**Human Rights**

**l.** How many ideas are mentioned in the text?

**There are four ideas which are mentioned in the text.**

**m.** Name some freedoms listed in the Universal Declaration of Human Right?

**Freedom of opinion, and speech, freedom to give and receive information, freedom from discrimination, freedom from slavery, freedom from torture, freedom of religion, and freedom to organize meetings.**

**n.** Do societies respect those freedoms?

**No, they didn't.**

**o.** What do governments do to control some freedoms?

**They limit individual freedoms with time, place and manner restrictions.**

**p.** In your opinion, what is the real meaning of freedom?

**VI. Say if these statement are true or false:**

**a.** The Universal Declaration of Human Right includes Americans liberties **false**

**b.** Governments always discuss individual freedoms **false**

- c. All humans are free to speak and whatever they want **false**
- d. The best thing to achieve is to find equilibrium between the rights of societies and personal liberties **true**

**III. Word reference:**

What do the underlined words refer to?

e. They do not do so (02§) **civil societies**

f. Clothes they want (03§) **young people**

**Write the synonyms of:**

Autonomy= **freedom**

ceiling= **restrictions**

**Write the opposite of:**

Erect≠ **ruin**

cushy≠ **complex**

**Section Two: Mastery of Language: (06 pts)**

3. **Match the sentences in A) and B) and write a single sentence with them using the words given in brackets.**

A	B
1. The building work is still on schedule	a. despite a problem in digging the foundations.
2. We've decided not to go on holiday this year	b. in an attempt to reduce traffic noise.
3. The council has planted trees at the side of the road	c. because they had recently been a strike by postal workers.
4. The parcel had been delayed	d. we want to save money for a new car.

**Even though:** The building work is still on schedule **even though there was a problem** in digging the foundations

**In order to:** We've decided not to go on holiday this year **in order to** save money for a new car.

**So as to:** The council has planted trees at the side of the road **so as to** reduce traffic noise.

**Due to:** The parcel had been delayed **due to** a recent strike by postal workers.

**Fill in the correct form of the words in brackets (comparative or superlative).**

My house is **(big) bigger than** yours.

This flower is **(beautiful) more beautiful than** one.

This is **(interesting) most interesting** book I have ever read.

Non-smokers usually live **(long) longer than** smokers.

**Written Expression: (06 pts).**

1. **Choose the correct words in the following text.**

The customers at the funfair were leaving (**and**/but) the lights were going out. The last two people on dodgem cars paid (**and**/so) left. The big wheel stopped (for/**and**) the merry-go-round stopped (**as well**/not only). The stalls closed down (so/**and**) the stall-owners went home. At 2 a.m. four night watch men walked

round the funfair, (*but/so*) there was no one to be seen. "I'm fed up walking round," one of them said, ("*yet/what*) what can we do?" "We can (*or/either*) play cards (*either/or*) sit and talk." They were bored, (*so/for*) there was nothing to do on this quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses (*yet/and*) the fourth started the motor. Then he jumped on too (*and/but*) round they went. They were having the time of their lives, (*but/so*) suddenly realized there was no one to stop the machine. They weren't rescued till morning (*and/but*) by then they felt very sick indeed!

**2. Why is it important to study human right?**

**University of Hassiba Ben Bouali Chlef**

**Full Name:**

**Political Sciences Department**

**Number:**

**Teacher in Charge: Miss. BOUHABIB Hadjira**

**Second Term Examination**

**Text:**

The Universal Declaration of Human Rights lists many freedoms that should be granted to individuals around the world. Some examples of individual freedoms include the following: Freedom of opinion, and speech, freedom to give and receive information, freedom from discrimination, freedom from slavery, freedom from torture, freedom of religion, and freedom to organize meetings.

Although most civil societies endorse freedoms such as this, they do not do so without debate about controversy. Members of civil societies often engage in animated debates about the limits of different freedoms, including the boundaries of free speech and the limitations of freedom of expression.

Debated centre around questions such as these: Should people be able to ruin someone's reputation with an untrue newspaper reporter? Should a military officer be allowed to tell a newspaper report about secret military plans? Should groups be allowed to hold a meeting in a public park or stage a march through a down town area? Should young people be able to wear whatever clothes they want to school? The answers to such questions are complex.

Some governments limit individual freedoms with time, place and manner restrictions. For examples, they govern when, where and how challenge faced by such government is in finding the proper balance between individual freedoms and the right and interests of society in large.

**Source:** Electronic Journal.

**Section One: Reading Comprehension: (08 pts)**

**VII. Answer the following questions according to the text:**

**q.** Give a title to the text.

.....  
.....

**r.** How many ideas are mentioned in the text?

.....  
.....  
s. Name some freedoms listed in the Universal Declaration of Human Right?  
.....  
.....  
.....  
.....

t. Do societies respect those freedoms?  
.....  
.....

u. What do governments do to control some freedoms?  
.....  
.....

v. In your opinion, what is the real meaning of freedom?  
.....  
.....  
.....

**VIII. Say if these statement are true or false:**

e. The Universal Declaration of Human Right includes Americans liberties.....

f. Governments always discuss individual freedoms.....

g. All humans are free to speak and whatever they want.....

h. The best thing to achieve is to find equilibrium between the rights of societies and personal liberties.....  
.....

**III. Word reference:**

What do the underlined words refer to?

g. They do not do so (02§)  
.....

h. Clothes they want (03§).....

**Write the synonyms of:**

autonomy= ..... ceiling=  
.....

**Write the opposite of:**

erect≠.....

cushy≠.....

**Section Two: Mastery of Language: (06 pts)**

4. Match the sentences in A) and B) and write a single sentence with them using the words given in brackets.

A	B
1. The building work is still on schedule 2. We've decided not to go on holiday this year 3. The council has planted trees at the side of the road 4. The parcel had been delayed	a. despite a problem in digging the foundations. b. in an attempt to reduce traffic noise. c. because they had recently been a strike by postal workers. d. we want to save money for a new car.

**Even though:**

.....

**In order to:**

.....

**So as to:**

.....

**Due to:**

.....

**Fill in the correct form of the words in brackets (comparative or superlative).**

My house is **(big)** ..... yours.

This flower is **(beautiful)**.....that one.

This is **(interesting)**..... book I have ever read.

Non-smokers usually live **(long)** .....smokers.

**Written Expression: (06 pts).**

**3. Choose the correct words in the following text.**

The customers at the funfair were leaving (and/but) the lights were going out. The last two people on dodgem cars paid (and/so) left. The big wheel stopped (for/and) the merry-go-round stopped (as well/not only). The stalls closed down (so/and) the stall-owners went home. At 2 a.m. four night watch men walked round the funfair, (but/so) there was no one to be seen. "I'm fed up walking round," one of them said, ("yet/what) what can we do?" "We can (or/either) play cards (either/or) sit and talk." They were bored, (so/for) there was nothing to do on this quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses (yet/and) the fourth started the motor. Then he jumped on too (and/but) round they went. They were having the time of their lives, (but/so) suddenly realized there was no one to stop the machine. They weren't rescued till morning (and/but) by then they felt very sick indeed!

**4. Why is it important to study human right?**

**University of Hassiba Ben Bouali Chlef**

**Full Name:**

**Political Sciences Department**

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**Teacher in Charge: Miss. BOUHABIB Hadjira**

**Level: Master 02**

**First Term Examination**

**Text:**

Civil rights are those personal and property rights recognized by governments and guaranteed by constitution and laws. Rights are difficult to define. The bill of rights of the U.S constitution states certain basic rights, but they are stated in an ambiguous way. In practice, rights are what courts, legislators, presidents and governors say they are.

The meaning of civil rights has changed greatly over the years. The original concept was rooted in the 18<sup>th</sup> century politics and philosophy. In England the political philosopher John Lock gave shape to the new concept of individual and natural rights against the state. Locke also believed that natural rights should be guaranteed against incursions by other persons as well as by the state.

In France, at the beginning of the revolution of 1789, the new Constituent Assembly issued its declaration of the rights of man and citizens. **It** stated that “men are born and remain free and equal in rights” and that the “aim of all political association is the conservation of the natural rights of man” including “liberty, property, security and resistance to oppression”. Much of the declaration was derived from the writing of Diderot, Lafayette, Mirabeau, Rousseau and Voltaire.

In America, Thomas Jefferson expanded the English and Americans views of civil rights. He emphasized the primacy of human happiness, by **which** he meant the opportunity of autonomous individuals to develop them to the fullest. He also advances the concept of religious freedom and church-state separation as a key element of civil rights. Jefferson’s thinking was embodied in the declaration of independence 1776 and the statute of religious liberty 1785 of the state of Virginia.

**Section One: Reading Comprehension: (08 pts)**

**1. Are there any direct quotations in this text? If so, how many?**

.....  
.....

**2. Answer the following questions:**

a. When was the original concept rooted?

.....  
.....

b. What did the new Constituent Assembly state?

.....  
.....

.....  
.....  
c. How do civil rights defined?  
.....  
.....  
.....  
.....

**3. What do these words refer to in the text?**

It: ..... which:.....

**4. Find in the text words that are synonymous to the following:**

Law=.....autonomous  
=.....

**5. Find in the text words that are opposites to the following:**

clear≠.....approved  
≠.....

**6. In your own words, give a definition to the following terms:**

**Law:**.....  
.....  
.....

**Legislative:**.....  
.....  
.....

**Government:**.....  
.....  
.....

**Section Two: Mastery of Language: (06 pts)**

**1/ Turn the following sentences into the indirect speech:**

a. They said: “we have been finding ways to entertain some relations.”  
.....  
.....

b. The writers of the constitution said: “ the constitution was providing the world with a model of peace”  
.....  
.....

**2/ Turn the following sentences into the passive voice:**

a. A succession of a prime ministers alternately was challenging the British presence.  
.....  
.....

b. The Algerian governments have provided invaluable help for liberation movements.

.....

....

**3/ give the correct form of the verbs between brackets:**

- a. The Arab World (not, to experience).....much democracy since World War.
- b. Recently, the United Nations (to reign).....regular meetings.

**Section three: writing expression: (06 pts)**

**01. Fill the gaps so that the text makes sense:**

Violence against women is.....as a violation of human rights and an obstacle to equality, development and peace, preventing women.....enjoying their rights and fundamental freedoms. Putting an end to this.....is a matter which concerns all, both men and.....

**02.** Civil rights are those personal and property rights recognized by governments and guaranteed by constitution and laws. **Discuss.**

*Good luck*

**University of Hassiba Ben Bouali Chlef**

**Political Sciences Department**

**Teacher in Charge Miss. BOUHABIB Hadjira**

**Third Year Level (International Relations)**

**First Term Examination:**

**Text:**

The heroes of modern warfare have made man think about ways of preserving human life. In 1920 the League of Nations was formed to keep international peace after World War I. The League of Nations was able to resolve some conflicts around the world. But it could not oppose the rise of totalitarianism in Germany, Italy and Japan. Hitler and Mussolini were able to start World War II because the League of Nations could do nothing about it for the simple reason that it had not enough power of its own.

The United Nations replaced the League of Nations in 1945, just after the end of World War II. Today most of the world's independent nations are members, and each has one vote in the General Assembly. Every member state can refer its disputes with its neighbors to the United Nations Security Council. The UN Security Council is the body of the United Nations which can take political, economic or military action to settle international disputes. It has 15 members of which five are permanent (Britain, China, the Russian Federation and the US) it can thus get member states to contribute contingents of soldiers from their own armies to constitute a UN task force. These soldiers, nicknamed « Blue Helmets » are entrusted with keeping peace in hot spots of the world.

Other agencies of the United Nations include the UN Food Agricultural Organization, the World Health Organization and United Nations Children's Fund. These UN agencies co-operated in fighting disease and reducing poverty in the world. So far they have been able to stop killer diseases such as tuberculosis and smallpox. They will hopefully be able to eradicate other diseases and hunger soon.

**1/Reading Comprehension: (08 PTS)**

**1-How many ideas are there in the text?**

*There are three ideas in the text. (01 pt)*

**2-Are these statements true or false?**

- a-Any member state can refer its disputes to the UN.
- b- The League of Nations was able to resolve some conflicts
- c-The league Nations could oppose the rise of totalitarianism.
- d-The UN agencies co-operate in fighting disease and reducing poverty in the world.

**3-Answer the following questions according to the text:**

a- What made Man think about the preservation of human

.....  
.

b- What was the league of Nation incapable of doing? Why

.....  
.....  
.

c- Which body of the UN can settle disputes?

.....

d- Were Hitler and Mussolini able to start world war?

.....

**4- Find in the text synonyms to:**

Force= §1..... conflicts =§2.....

**Find in the text the opposites to:**

Richness ≠ §3..... Increasing ≠§3.....

**5- In what /who the underlined words refer to in the text:**

Its §2 ..... They §3 .....

**1/Language Study: (07 PTS)**

**1- Put the verbs in the right tense:**

a- Today, the UN (to have) .....many different organizations

b- All the states of the world (to sign).....the UN Charter in 1945

**2- Tick (X) the appropriate column in the following table:**

Word/ Suffix	ly	Al	ful	ic
Peace				
Democracy				
Politic				
Power				

**3-Transform the following sentences:**

a-The United Nations replaced the League of Nations in 1945.

b- The Universal Declaration of Human Rights was proclaimed by the United Nations.

c-The governor said: “the constitution of the United States is the basic instrument of the American government”

d-They said: “we have found ways to entertain some relations”

**3/Written Expression: Choose one of the following topics. (05PTS)**

**Topic one: Complete the following paragraph with the correct word from the list:**

Security- poverty-ensure- solutions- challenges

Everything must be done to .....that the United Nations can address the..... of our time; the obligations of the ..... Council, peace missions, and also finding.....To global problems such as....., the population explosion, the situations in the worlds.

**Topic two: Using the following notes to write a composition about the following topic**

Because of injustice, lots of people throughout the world are suffering from poverty, misery, and starvation.

Which solutions can you suggest to reduce this problem and to create a new world justice?

## First term exam

Teacher: Miss Khelouf Imane

Groups: 17-18-19-20

Full name: .....

### Task one: report the following sentences:

- 1) "He works in a bank" , Anna said  
→ Anna said...
- 2) "Don't play on the grass, boys," she said.  
→ She said to the boys ...
- 3) "We went out last night", he said  
→ He said ....
- 4) "I was waiting for the bus when he arrived", Ben says  
→ Ben says ...
- 5) "I didn't go to the party", she said  
→ She said...
- 6) "Does she know Robert?", he wanted to know.  
→ He wanted to know ...
- 7) "Lucy will come after tomorrow", dad said  
→ Dad said...
- 8) "He hasn't eaten breakfast", his mother said  
→ His mother said ...
- 9) "Where have you spent your money?" ,she asked him.  
→ She asked him...
- 10) "I can help you tomorrow" , she said  
→ She said...
- 11) "You should go to bed early", my mother said  
→ My mother said....
- 12) "I won't see you tomorrow", I said  
→ I said ...
- 13) "She was in Paris one year ago", he said  
→ He said ...
- 14) "Where is your sister?", she asked me.  
→ She asked me...
- 15) "They would help if they could", he says  
→ He says...
- 16) "I'll do the washing-up tomorrow", she said  
→ She said ...

17) She said, "He could read when he was three"

→ She said ...

18) "I was sleeping when Julie called", Susan said

→ Susan said....

19) "Don't try this at home," the stuntman told the audience.

→ The stuntman told the audience...

20) "Do you like soccer?" , He asked me.

→ He asked me.....

**Task two:** find the type of underlined words (noun, adjective, pronoun, verb, adverb, determiner)

1-He forgot his umbrella in the bus

2-She buys a new book

3-Jack speaks French fluently

4-The student answers the question correctly

5-She borrows money from her father

6- They went to the cinema

7-I have the dinner early

8-The patient visited a doctor

9-It was raining the whole day

10- The mother serves dinner

**Hassiba Ben Bouali University –Chlef**

**Law and Political Sciences Department**

**Name:**

**Level:**

**Group:**

### **First Term Exam**

Read the text carefully and answer the questions below

Muslims Arabs all along have absorbed cultures from different territories they took over, like the Roman Empire and the Persian Empire. It would be good to mention that this civilization achieved many goals during this existence mainly in astronomy and mathematics.

The Arabs expanded in the seventh and eighth centuries having as their centre Damascus. A dynasty called Umayyad had established itself in the same city but due to their corrupt behaviors they did not last too long in power. Soon later came the Abbasid dynasty ruled by Abu al-Abbas. In 762, the establishment of the capital city was relocated to Baghdad. The new capital was better located for transportation purposes and also for commerce.

Since Arabs conquered many of the rich provinces from the old Roman Empire they themselves were also becoming very wealthy with Baghdad as the trade centre for the middle east and Europe. Unfortunately there was at some point an awful fight between two brothers for the succession to the caliphate. This obviously hurt the Abbasid because they has lost their sovereignty. Many monuments and properties had been ruined as well. The Islamic civilization was the one that introduced algebra in mathematics and perfected the astrolabe. They discovered few concepts in chemistry and also developed medicine.

### **Questions**

1. How many paragraphs are there in the text? .....
2. **Are these statements true or false?**
  - a. Muslim Arabs achieved many works in various works .....
  - b. They prospered in the eighth century .....
  - c. The Arabs became rich from the conquered provinces of the Roman Empire .....
  - d. The Islamic civilization did not contribute to the development of medicine .....
3. **Answer the following question according to the text:**
  - a. Which civilization helped in the development of the Arabs?  
.....
  - b. When did the Arab's civilization flourish?  
.....



UNIVERSITY OF HASSIBA BEN BOUALI  
POLITICAL SCIENCES FACULTY  
TEACHER IN CHARGE MISS CHAOU  
THIRD LEVEL  
FIRST ENGLISH EXAM

يَسْعَى لِجَدِّهِ  
try to get

POLITICAL PARTY SYSTEM

try to obtain sth = pursue  
↓ achieve - reach

A political party is a political organization that seeks to attain and maintain political power within government, usually by participating in electoral campaign. Parties often espouse an expressed ideology or vision bolstered by a written platform with specific goals, but may also represent a coalition among disparate interests.

حزب سياسي  
حزب  
Preserve  
battle  
struggle

Algeria has a multi-party system, with numerous parties in which no one party often has a chance of gaining power alone, and parties must work with each other to form coalition government. The Algerian constitution (as of 1996) allows the formation of any party not "founded on a religious, linguistic, racial, sex, corporatist or regional basis" or violating "the fundamental liberties, the fundamental values and components of the national identity, the national unity, the security and integrity of the national territory, the independence of the country and the people's sovereignty as well as the democratic and populican nature of the state." In Arabic, French, and English, major Algerian political parties are typically referred to by the three or four initials of their French names. (the movement of society for peace), which uses an Arabic acronym, is an exception. In formal contexts, however, their full names are used.

عصري  
عربي

two-party systems are states such as United States and Jamaica in which there are two political parties dominant to such an extent that electoral success under the banner of any other party is extremely difficult. One right wing coalition party and one left wing coalition party is the most common ideological breakdown in such a system but in two party states political parties are traditionally catch all parties which are ideologically broad and inclusive. In contrast, in single-party system, one political party is legally allowed to hold effective power. Although minor parties may sometimes be allowed, they are legally required to accept the leadership of the dominant party. This party may not always be identical to the government. However, in Nonpartism, no official political parties exist, sometimes reflecting legal restrictions on political parties. In nonpartism elections, each candidate is eligible for office on her or his merits. In nonpartism legislatures, there are no typically formal party alignment within the legislature.

That = political party.  
which = numerous parties.  
Their = Algerian political parties.  
which = The movement of society for peace.  
Their = " " " " " "  
which = " USA & Jamaica.

University of Hassiba Ben Bouali Chlef

Full Name:

Political Sciences Department

Number:

Teacher in Charge: Miss. BOUHABIB Hadjira

Level: ~~Master 02~~ Niveau 3

**First Term Examination**

**Text:**

Civil rights are those personal and property rights recognized by governments and guaranteed by constitution and laws. Rights are difficult to define. The bill of rights of the U.S constitution states certain basic rights, but they are stated in an ambiguous way. In practice, rights are what courts, legislators, presidents and governors say they are.

The meaning of civil rights has changed greatly over the years. The original concept was rooted in the 18<sup>th</sup> century politics and philosophy. In England the political philosopher John Lock gave shape to the new concept of individual and natural rights against the state. Locke also believed that natural rights should be guaranteed against incursions by other persons as well as by the state.

In France, at the beginning of the revolution of 1789, the new Constituent Assembly issued its declaration of the rights of man and citizens. **It** stated that “men are born and remain free and equal in rights” and that the “aim of all political association is the conservation of the natural rights of man” including “liberty, property, security and resistance to oppression”. Much of the declaration was derived from the writing of Diderot, Lafayette, Mirabeau, Rousseau and Voltaire.

In America, Thomas Jefferson expanded the English and Americans views of civil rights. He emphasized the primacy of human happiness, by **which** he meant the opportunity of autonomous individuals to develop them to the fullest. He also advances the concept of religious freedom and church-state separation as a key element of civil rights. Jefferson’s thinking was embodied in the declaration of independence 1776 and the statute of religious liberty 1785 of the state of Virginia.

**Section One: Reading Comprehension: (08 pts)**

**1. Are there any direct quotations in this text? If so, how many?**

.....

**2. Answer the following questions:**

a. When was the original concept rooted?

.....

b. What did the new Constituent Assembly state?

.....

.....

c. How do civil rights defined?

.....

.....

.....

**3. What do these words refer to in the text?**

It: .....which:.....

**4. Find in the text words that are synonymous to the following:**

Law=.....autonomous =.....

**5. Find in the text words that are opposites to the following:**

clear≠.....approved ≠.....

**6. In your own words, give a definition to the following terms:**

**Law:**.....

**Legislative:**.....

**Government:**.....

**Section Two: Mastery of Language: (06 pts)**

**1/ Turn the following sentences into the indirect speech:**

a. They said: "we have been finding ways to entertain some relations."

b. The writers of the constitution said: " the constitution was providing the world with a model of peace"

**2/ Turn the following sentences into the passive voice:**

a. A succession of a prime ministers alternately was challenging the British presence.

b. The Algerian governments have provided invaluable help for liberation movements.

**3/ give the correct form of the verbs between brackets:**

a. The Arab World (not, to experience).....much democracy since World War.

b. Recently, the United Nations (to reign).....regular meetings.

**Section three: writing expression: (06 pts)**

**01. Fill the gaps so that the text makes sense:**

Violence against women is.....as a violation of human rights and an obstacle to equality, development and peace, preventing women.....enjoying their rights and fundamental freedoms. Putting an end to this.....is a matter which concerns all, both men and.....

**02.** Civil rights are those personal and property rights recognized by governments and guaranteed by constitution and laws. **Discuss.**

*Good luck*

POLITICAL SCIENCE UNIVERSITY OF HASSIBA BEN BOUALI REMAK	
NAME : .....	Group : .....

## THE UNITED NATIONS

THE UNITED NATIONS (UN) IS AN INTERNATIONAL ORGANIZATION WHOSE STATED AIMS ARE TO FACILITATE COOPERATION IN INTERNATIONAL LAW, international security, economic developpmmnt, social progress, human rights and acheiving world peace. The UN was founded in 1945 after world war 2 to replace the league of nations, stop wars between countries and to provide a platform for dialogue.

There are currently 192 members states, including nearly every recognized independant state in the world. From its headquarters on international territory in NEW YORK city, the UN and its specialized agencies decide on substantive and administrative issues in regular meetings held throughout the year, the organization is divided into administrative bodies: the general assembly, the security council, the economic and social council, the secretaria, and the international court of justice.

Additional bodies deal with the governance of allother UN system agencies, such as the world health organization (W.H.O) and the united nations children's fund ( UNICEF).

The UN's most visible public figure is the secretary – general, currently BAN KI- MOON of south korea, attained the post in 2007. The organization is financed from assessed and voluntary contributions from its member states and has six official languages: arabic, chinese, english, french, russian and spanish.

### **A/ READING COMPREHENSION : say true or false :7PTS**

- 1- Acheiving world peace is the goal of UN .
- 2- the league of nations was founded after the ww2 .
- 3- There are currently 192 dependent member states in the UN .

### **b- answer the following questions according to the text :**

1- What are the aims of the UN mentioned in the passage ?

.....

2- Was it founded in 1954 ?

.....

### **c- Find in the text words that are close in meaning to :**

goal=..... Supply=.....

2 Find in the text words that are opposit to :

Irregular ✱..... war ✱.....

## B/ MASTERY OF LANGUAGE :8PTS

1- Derive verbs from these words :

Development :.....

Contribution :.....

2 Derive adjectives from these words :

Cooperation :.....

including :.....

b- Give the correct form of the verbes between brackets :

1 The UN (to create) ..... in 1945.

2 Algeria (send).....already ..... ambassadors.

3 Every year the UN (to organize).....regular meetings.

4 The internatioal peace (to protect).....by the UN .

c- Reorder these words to get a coherent sentences :

1 Range/ issues/ the organization / wide / of /take /can /on / action/  
.....

2 Nations /the /work / corner /the united / of/reaches/ the globe /the /every /  
.....

c/ WRITTEN EXPRESSION :Choose' one topic :5PTS

If you have the opportunity to work in the UNO , which administration you are going to choose and why ? so write a short paragraph telling us what you are going to do in the UNO •

2 Fill in the gaps with these words : ongoing / conflict / earlier / established / palestiniens / israili/

The palestiniens- israili conflict is earlier dispute between palestiniens and the israili. It forms a part of the wider arab- israili ongoing though the so called .The state of israili was established in 1948 , the term is usually used in reference to the conflict places of the same conflict.

**Hassiba Benbouali university**  
**Judicial and administrative science faculty**  
**Political science department**  
**Third year: Human resources**  
**Development**

**NAME:.....**

**Group:.....**

**THE FIRST EXAMINATION**

**Part one :**

**A/ WHAT DO YOU MEAN BY THESE TERMS:**

- \*Wages:.....
- \*Labour union :.....
- \*Pensions:.....
- \*Human resources:.....
- \*H R M:.....

**B/ ANSWER THE FOLLOWING QUESTIONS**

- 1\*what are the the 05 HRM systems?  
...../...../...../...../.....
- 2\*How are the trade unions classified?  
...../...../...../...../.....
- 3\*what are the purposes and the role of HR?  
...../...../...../.....
- 4\*what is the responsibility the state toward its citizens?  
...../...../.....
- 5\*When did the concept of trade union begin ?why  
.....

**PART TWO :**

**A/COMPLETE THESE STATEMENT USING THESE WORDS:**

**you/not/ /errors/outcome/procrastination/uncaring/ safety/do/  
training/unmotivated/issues/**

\* Signs that your employees don't know what you want them to do. If you see these signs: are.....completed on time;.....on projects;.....and mistakes; unsatisfactory output and.....;these Employees are not stupid; they are not.....;they are not..... They just don't know what.....want them to .....

\*Human resource management deals with.....related to people such as...../.....

**B/READ THESE STATEMENTS AND CORRECT THE WRONG ONE:**

- 1\* A fair wage led citizen feels that he receives a fair portion of the wealth  
.....
- 2\* Trade unions are classified into 04 types .....
- 3\* Retirement plan may be set up by insurance companies.....
- 4\* The political structure and autonomy of trade unions are the same in all the  
countries.....
- 5\* Compensation, hiring, employees motivation, training, are issues related to the  
workers.....
- 6\* Retirement plan may be classified as defined benefits and defined contribution.....
- 7\* Companies employ workers with a union according to these models: close shop/agency shop/union  
shop/open shop.....
- 8\* Labor, one of the four factors of production .....
- 9\* When the management system fail the responsibility falls only on the employees  
.....
- 10\* Retirement plan require both employer and employees contribution  
.....

**GOOD LUCK**

**YOUR TEACHER: SAMEUT**

## I. Comprehension:

1. Give concised and precised answers to the following questions:

A. Choose the appropriate title of the text?

1. political parties / 2. political party system / 3. governmental parties.

B. How many ideas are mentioned in the text? 3

C. What does a political party mean according to the writer?

D. How can the political party keep political authority of government?

E. What are the political party system's kinds?

F. How can you distinguish between the single dominant party system and non-partisan.

G. Did the Algerian constitution act against the political party system? and how that?

H. Where does the two-political party system exist? → USA & Jamaica.

## II. Language study:

1. Reference words =

- That / which / their / which / their / which.

2. Find the synonyms of: 1. looks for = seeks 2. standard = usually. adj 3. beginning

3. Find the opposites of: 1. disintegrity + 2. prevent + maintain 3. Apolitical +

4. Reorder the following terms to get a coherent sentence?

A/ united states / international / norms / political / colour / schemes / from / in / the / Diverge.

B/ socialist / emblem / the / of / rose / fist / a / often / held / red / a / parties.

5. Transform the following sentences:

A. The governer said: "The contribution of members found a political party." *had found.*

B. They asked: "How can a political party serve the populations?"

C. She ordered: "precise your program, then present it." *could.*

D. Political parties associate themselves with colours.

E. Some nations give political parties a public founding

F. Pink sometimes signifies moderate socialist

III. Written Expression: suppose that you are a member in political party. so, what is your future plan?

## Second term exam

Supply the correct verb forms. ( 6,5 pts)

1. They (to go)..... to the cinema last week.
2. They (not to invite)..... her to the party so he (not to go) .....
3. Father (to be).....very angry because children (to be)..... Late
4. Paul and I (to play) ..... Tennis yesterday.
5. Last night, it (to be) ..... Very cold so I (to shut) ..... the windows.
6. We (not to enjoy)..... the film because it (to be) very boring.
7. Jane (to spend) ..... A lot of money last week as she (to buy) ..... A very expensive dress.
8. They (not to have) ..... a car because they (to live) ..... next to the office.
9. Jessica (to visit) ..... London in 1998.
10. After they(together) ..... Money, they(buy) ..... A new car.
11. When the director (to return) ..... office the secretary (to type) ..... A lot of letters.
12. They (not to take) ..... holidays last summer because their mother (to be) .....  
Very ill.
13. Students (to be) ..... invited last week but they (not to come).....
14. My grand-father (to built) ..... this house 40years ago.
15. The operation, which (last)..... For over four hours, (prove)..... to very difficult.
16. The only way to do this (to be) ..... To operate.

Good luck

Exercise three: Rewrite sentence (b) so that it has the same meaning as sentence (a). (4,5pts)

- 1) a-some animals are threatened by pollution.  
b- .....
- 2) a-the company did not compensate the victims of accident.  
b- .....
- 3) A-she has presented a research work about air pollution.  
b- .....

Exercise four: combine/join these pairs by using the appropriate relative pronoun. ( 2, 25pts)

1. A- A waiter is a person                      b-he serves customs in the restaurant.  
.....
2. A- a widow is a woman                      b- Her husband I died .  
.....
3. A-December is a month                      b-people celebrate Christmas.  
.....

Exercise five: Define the following terms: (5pts)

1. NATIONAL: .....
2. Military force: .....
3. Crims:.....
4. Occupation:.....
5. colonozation:.....

**Good luck**

Exercise 01: Fill in the gaps with the appropriate prepositions  
for - to - in - from - of - with - through - on.

- 1/ The constitution was among the prominent Americans  
..... self gov.
- 2/ Judicial review has been an important element .... our  
system .... limited gov .... two major reasons.
- 3/ The U.S constitutional system is based ... the concept .....  
balances.
- 4/ The nation's size and the two huge oceans that separate  
it .... Europe and Asia.
- 5/ Americans have no special immunity ... The political  
intolerance.
- 6/ The history ... America shows that disadvantaged groups  
have rarely achieved an additional degree ... legal equality  
..... a struggle.
- 7/ Some members ... congress get up ... influence and questionable  
ways .... their salaries.
- 8/ The U.S federal gov makes policies that affect economic  
development .... the world.
- 9/ Business is also organized ..... trade associations  
confined .... a single industry.
- 10/ Local party organization is synonymous .... the party.

Exercise 02: write the verbs in between brackets into the correct form.

- 1/ Many countries (may / to suffer) from oppression.
- 2/ The task of the writers of the constitution (will / to challenge) particularly.
- 3/ The first U.S. gov't (must / to establish) by the Articles of confederation.
- 4/ The English tradition of limited gov't (shall / to reflect) in the American colonial gov'ts.
- 5/ Judicial power (should / to rest) with the supreme court.
- 6/ Thomas Jefferson (can / to admire) the American Constitution.
- 7/ The people of every nation (must / to have) a few ideals that affect their political life.
- 8/ The principles (will / to change) during the two centuries that the U.S. has been a nation.
- 9/ The U.S. (ought / to spend) less money on gov't programs for the poor.
- 10/ Democracy in America (may / to work) primarily through elections.

University of Hassiba Benbouali  
Political Science department  
Second year students  
First term English exam  
level 2<sup>nd</sup> year

Full name :  
Group:

text

Colonialism is a cultural phenomenon that traces back hundreds of years and has affected nearly every region in the world. The countries of the Arab world and Middle East have been significantly affected by the effects of colonialism. The 1980's were known as the "colonial era" and most of the occupation in the Middle East took place during that era. While we are supposedly living in the days of "post colonialism", there are still signs of colonization evident in the Arab world today. The conflict between Israel and Palestine is very similar to the French colonization of Algeria in 1830, and although the occupiers had different reasons for occupying the territories.

In 1830, France conquered Algeria and remained in power until 1962. When the French noticed the abundant farmland in Algeria, they wanted to take over and use land to benefit their own economy. The pied Noire was sent to Algeria to change the demographics of the land and they came to think of Algeria as their own country. The French colonizers imposed many changes on the Algerians through the use of settler colonialism, segregation, and extreme prejudices.

Although Palestinians have always resisted Israeli occupation and the Zionist movement, they have not yet been successful in defeating them. "In December 1987, the Palestinian in the West Bank and Gaza started a mass uprising the Israeli," (Beinin, Hajjar 14). The intifada included women, teenagers, and children. They revolted with forms of civil disobedience.

**Questions:**

**1-Reading comprehension: a) Answer the following questions according to the text:**

**1- The text is about:**

- a- Colonialism in Arab countries.
- b- Colonialism impact in the Middle East.
- c- The colonial era in Arab's history.

2- How did the writer see colonialism?

3- Is there any relation between the post colonialism era and the colonial period?

4- How did France exploit the Algerian natural resources?

5- What is the French political strategy in Algeria?

6-What is the Palestinian situation toward the Israeli occupation?

7- How did the Israelis react to the Palestinian Israeli conflict?

2 Language study:

a- Complete the following sentences with the appropriate prepositions (from - in - on)

- 1- The United States federal government makes policies that affect economic development            the world.
- 2- The constitution was among the prominent Americans            self government.
- 3- The Egyptians president was removed            his position because of his subjectivity.

b- Punctuate where necessary the following sentences:

- 1- In Arabic French and English major Algerian political parties are referred to by three initials of their French names
- 2- The second world war started because Hitler the Dictator of Germany wanted his empire to extend over all of Europe
- 3- Germany and its two main supporters Italy and Japan were known as the Axis Powers

c- Rearrange the following words to get a coherent sentence.

Nations/the/work/corner/the United/of/reaches/the globe/the/every  
The United Nations

3- Written Expression:

Topic one: Fill in the gaps with (on going-conflict-earlier-established-Palestinians-Israeli)

The Palestinian-Israeli is            dispute between            and the            it  
form as part of the wider Arab Israeli            through the so-called 'the state of Israeli  
was            in 1948. The term is usually used in reference to the            places of same  
conflict.

Topic two: Give short definitions to these words:

Revolutions:

Ambassadors:

Accusation:

Territory:

Laws:

Crisis:

\*\*\*GOOD LUCK\*\*\*

University of Hassiba Benbouali  
Political Science department  
Second year students  
First term English exam  
level 2<sup>nd</sup> year

Full name :

Group:

text

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Revolutions:

Ambassadors:

Accusation:

Territory:

Laws:

Crisis:

\*\*\*GOOD LUCK\*\*\*

University of Hassiba Ben Bouali Chlef

Full Name:

Political Sciences Department

Group:

Teacher in Charge Miss. BOUHABIB Hadjira

Number:

Level Master 01

**First Term Examination:**

**Text:**

The heroes of modern warfare have made man think about ways of preserving human life. In 1920 the League of Nations was formed to keep international peace after World War I. The League of Nations was able to resolve some conflicts around the world. But it could not oppose the rise of totalitarianism in Germany, Italy and Japan. Hitler and Mussolini were able to start World War II because the League of Nations could do nothing about it for the simple reason that it had not enough power of its own.

The United Nations replaced the League of Nations in 1945, just after the end of World War II. Today most of the world's independent nations are members, and each has one vote in the General Assembly. Every member state can refer its disputes with its neighbors to the United Nations Security Council. The UN Security Council is the body of the United Nations which can take political, economic or military action to settle international disputes. It has 15 members of which five are permanent (Britain, China, the Russian Federation and the US) it can thus get member states to contribute contingents of soldiers from their own armies to constitute a UN task force. These soldiers, nicknamed « Blue Helmets » are entrusted with keeping peace in hot spots of the world.

Other agencies of the United Nations include the UN Food Agricultural Organization, the World Health Organization and United Nations Children's Fund. These UN agencies co-operated in fighting disease and reducing poverty in the world. So far they have been able to stop killer diseases such as tuberculosis and smallpox. They will hopefully be able to eradicate other diseases and hunger soon.

**1/Reading Comprehension: (08 PTS)**

**1-How many ideas are there in the text?**

.....

**2-Are these statements true or false?**

a-Any member state can refer its disputes to the UN .....

b- The League of Nations was able to resolve some conflicts.....

c-The league Nations could oppose the rise of totalita rianism.....

d-The UN agencies co-operate in fighting disease andl reducing poverty in the world.....

**3-Answer the following questions according to the t ext:**

a- What made Man think about the preservation of human .....

b- What was the league of Nation incapable of doing? Why .....

.....

c- Which body of the UN can settle disputes?

29  
24

d- Were Hitler and Mussolini able to start world war?

4- Find in the text synonyms to:

Force= §1..... conflicts =§2.....

Find in the text the opposites to:

Richness ≠ §3..... Increasing ≠§3.....

5- In what /who the underlined words refer to in the text:

Its §2 ..... They §3 .....

1/Language Study: (07 PTS)

1- Put the verbs in the right tense:

a- Today, the UN (to have) .....many different organizations

b- All the states of the world (to sign).....the UN Charter in 1945

2- Tick (X) the appropriate column in the following table:

Word/ Suffix	ly	al	ful	ic
Peace				
Democracy				
Politic				
Power				

3-Transform the following sentences:

a-The United Nations replaced the League of Nations in 1945.

b- The Universal Declaration of Human Rights was proclaimed by the United Nations.

c-The governor said: "the constitution of the United States is the basic instrument of the American government"

d-They said: "we have found ways to entertain some relations"

3/Written Expression: Choose one of the following topics. (05PTS)

Topic one: Complete the following paragraph with the correct word from the list:

Security- poverty-ensure- solutions- challenges

Everything must be done to .....that the United Nations can address the..... of our time; the obligations of the ..... Council, peace missions, and also finding.....To global problems such as....., the population explosion, the situations in the worlds.

Topic two: Using the following notes to write a composition about the following topic

Because of injustice, lots of people throughout the world are suffering from poverty, misery, and starvation.

Which solutions can you suggest to reduce this problem and to create a new world justice?

University of Hassiba Ben Bouali Chlef

Full Name:

Political Sciences Department

Number:

Teacher in Charge: Miss. BOUHABIB Hadjira

### Second Term Examination

**Text:**

The Universal Declaration of Human Rights lists many freedoms that should be granted to individuals around the world. Some examples of individual freedoms include the following: Freedom of opinion, and speech, freedom to give and receive information, freedom from discrimination, freedom from slavery, freedom from torture, freedom of religion, and freedom to organize meetings.

Although most civil societies endorse freedoms such as this, they do not do so without debate about controversy. Members of civil societies often engage in animated debates about the limits of different freedoms, including the boundaries of free speech and the limitations of freedom of expression.

Debated centre around questions such as these: Should people be able to ruin someone's reputation with an untrue newspaper reporter? Should a military officer be allowed to tell a newspaper report about secret military plans? Should groups be allowed to hold a meeting in a public park or stage a march through a down town area? Should young people be able to wear whatever clothes they want to school? The answers to such questions are complex.

Some governments limit individual freedoms with time, place and manner restrictions. For examples, they govern when, where and how challenge faced by such government is in finding the proper balance between individual freedoms and the right and interests of society in large.

**Source:** Electronic Journal.

#### Section One: Reading Comprehension: (08 pts)

##### I. Answer the following questions according to the text:

a. Give a title to the text.

**Human Rights**

b. How many ideas are mentioned in the text?

**There are four ideas which are mentioned in the text.**

c. Name some freedoms listed in the Universal Declaration of Human Right?

**Freedom of opinion, and speech, freedom to give and receive information, freedom from discrimination, freedom from slavery, freedom form torture, freedom of religion, and freedom to organize meetings.**

d. Do societies respect those freedoms?

**No, they didn't.**

e. What do governments do to control some freedoms?

**They limit individual freedoms with time, place and manner restrictions.**

f. In your opinion, what is the real meaning of freedom?

##### II. Say if these statement are true or false:

a. The Universal Declaration of Human Right includes Americans liberties **false**

b. Governments always discuss individual freedoms **false**

c. All humans are free to speak and whatever they want **false**

d. The best thing to achieve is to find equilibrium between the rights of societies and personal liberties **true**

##### III. Word reference:

What do the underlined words refer to?

- a. **They** do not do so (02§) **civil societies**
- b. Clothes **they** want (03§) **young people**

Write the synonyms of:

Autonomy= **freedom**

ceiling= **restrictions**

Write the opposite of:

Erect≠ **ruin**

cushy≠ **complex**

**Section Two: Mastery of Language: (06 pts)**

1. Match the sentences in A) and B) and write a single sentence with them using the words given in brackets.

A	B
1. The building work is still on schedule	a. despite a problem in digging the foundations.
2. We've decided not to go on holiday this year	b. in an attempt to reduce traffic noise.
3. The council has planted trees at the side of the road	c. because they had recently been a strike by postal workers.
4. The parcel had been delayed	d. we want to save money for a new car.

**Even though:** The building work is still on schedule **even though there was a problem in digging the foundations**

**In order to:** We've decided not to go on holiday this year **in order to** save money for a new car.

**So as to:** The council has planted trees at the side of the road **so as to** reduce traffic noise.

**Due to:** The parcel had been delayed **due to** a recent strike by postal workers.

**Fill in the correct form of the words in brackets (comparative or superlative).**

My house is (**big**) **bigger than** yours.

This flower is (**beautiful**) **more beautiful than** one.

This is (**interesting**) **most interesting** book I have ever read.

Non-smokers usually live (**long**) **longer than** smokers.

**Written Expression: (06 pts).**

1. Choose the correct words in the following text.

The customers at the funfair were leaving (**and**/but) the lights were going out. The last two people on dodgem cars paid (**and**/so) left. The big wheel stopped (for/**and**) the merry-go-round stopped (**as well**/not only). The stalls closed down (so/**and**) the stall-owners went home. At 2 a.m. four night watch men walked round the funfair, (**but**/so) there was no one to be seen. "I'm fed up walking round," one of them said, ("**yet**/what) what can we do?" "We can (or/**either**) play cards (either/**or**) sit and talk." They were bored, (so/**for**) there was nothing to do on this quiet warm night. "We can have a ride on the merry-go-round!" one of them cried. "That'll be fun!" Three of them jumped on merry-go-round horses (yet/**and**) the fourth started the motor. Then he jumped on too (**and**/but) round they went. They were having the time of their lives, (but/**so**) suddenly realized there was no one to stop the machine. They weren't rescued till morning (and/**but**) by then they felt very sick indeed!

2. Why is it important to study human right?

University of Hassiba BenBouali  
Political Science department  
Second year students  
First term English exam  
level 2<sup>nd</sup> year

Full name :  
Group:

text

Colonialism is a cultural phenomenon that traces back hundreds of years and has affected nearly every region in the world. The countries of the Arab world and Middle East have been significantly affected by the effects of colonialism. The 1980's were known as the "colonial era" and most of the occupation in the Middle East took place during that era. While we are supposedly living in the days of "post colonialism", there are still signs of colonization evident in the Arab world today. The conflict between Israel and Palestine is very similar to the French colonization of Algeria in 1830, and although the occupiers had different reasons for occupying the territories.

In 1830, France conquered Algeria and remained in power until 1962. When the French noticed the abundant farmland in Algeria, they wanted to take over and use land to benefit their own economy. The pied Noire was sent to Algeria to change the demographics of the land and they came to think of Algeria as their own country. The French colonizers imposed many changes on the Algerians through the use of settler colonialism, segregation, and extreme prejudices.

Although Palestinians have always resisted Israeli occupation and the Zionist movement, they have not yet been successful in defeating them. "In December 1987, the Palestinian in the West Bank and Gaza started a mass uprising the Israeli," (Beinin, Hajjar 14). The intifada included women, teenagers, and children. They revolted with forms of civil disobedience.

Questions:

1-Reading comprehension: a) Answer the following questions according to the text:

1- The text is about:

- a- Colonialism in Arab countries.
- b- Colonialism impact in the Middle East.
- c- The colonial era in Arab's history.

2- How did the writer see colonialism?

3- Is there any relation between the post colonialism era and the colonial period?

4- How did France exploit the Algerian natural resources?

5- What is the French political strategy in Algeria?

6-What is the Palestinian situation toward the Israeli occupation?

7- How did the Israelis react to the Palestinian Israeli conflict?

b- Find in the text words that are closest in meaning to the following:

Vast = .....

Separation = .....

Text : **political party system**

A political party is a political organization that seeks to attain and maintain

political power within government, usually by participating in electoral campaigns. Parties often espouse an expressed ideology or vision bolstered by a written platform with specific goals. But may also represent a coalition among disparate interests.

Algeria has a multi-party system. With numerous parties in which no one party often has a chance of gaining power alone, and parties must work with each other to form a coalition government. The Algerian constitution (as of 1996) allows the formation of any party not founded on a religious, sex, the fundamental values and components of the national identity. The national unity, the security and integrity of the national territory, the independence of the country and the people's sovereignty as well as the democratic nature". in Arabic, French.

Major Algerian political parties are typically referred to by the three or four initials of their French names (the Movement of Society for Peace), which uses an Arabic acronym, is an exception). In formal contexts, however, their full names are used.

Two-party systems are states such as the United States and Jamaica in which there are two political parties dominant to such an extent that electoral success under the banner of any other party is extremely difficult. One right-wing coalition party and one left-wing coalition party is the most common ideologically breakdown is such a system but in two-party states political parties are traditionally catch all parties which are ideologically broad and inclusive. In contrast, in **single-party system**, one political party is legally allowed to hold effective power. Although minor parties may sometimes be allowed, they are legally required to accept the leadership of the dominant party. This party may not always be identical to the government. However, in nonpartism, no official parties. In nonpartisan election, each candidate is eligible for office on her or his merits. In nonpartisan legislatures, there are no typically formal party alignment within the legislature.

**1/reading comprehension :**

1- answer the following questions according to the text.

- a- What does a political party mean according to the writer ?  
.....
- b- How can political party keep political authority government ?  
.....
- c- How are the political party system's kind ?  
.....
- d- How can you distinguish between the single dominant party system and non-partisan ?  
.....
- e- Did the Algerian constitution act against the political party system ? how that ?  
.....
- f- Where do the two political party systems exist ?  
.....

\*2/ find in the text words that are closest in meaning to ;

Looks for = .....

Standard = .....

Beginning = .....

\*3/ find in the text the opposite of ;

Disintegrity =/= .....

Prevent =/= .....

Appolitical =/= .....

\*4/ what do the underlined words refer to in text ?

That .....

Which .....

Their .....

Which .....

Their .....

Which .....

5/ how many ideas are mentioned in the text ?

## II/ language study :

1- Reorder the following terms to get a coherent sentences :

A- international / united states / norms / political / colour / schemes / from / in / the / diverge.

b- socialist / emblem / of / rose / fist / a / often / held / red / a / parties.

2- Is there any adverbs in the text ?

3- Capitalize and punctuate where necessary :

Political parties have been an integral part of algerian politics since the days of french colonial rule until 1945 algerian political parties included the parti social français and parti populaire français representing segments of the european settler population the partie communiste algerian integrating educated muslims and europeans when the algerian war of independence commenced in november 1954 one major movement party the front de libération nationale became dominant upon independence algeria became a republic under president ahmed ben bella a key figure within the FLN under first constitution (1963)

## III- written expression :

Choose one topic :

Topic one : reorder the following sentences to get a coherent paragraph :

a- Among them mohamed boudiaf's parti de la révolution socialiste.

b- Could not participate in free elections, and served to government.

c- The parties that were tolerated, yet not officially recognized.

d- Dissident forces led by former FLN revolutionnaires.

e- The justification given for the political of the FLN

Topic two : suppose that you are a member in political party. So, what is your futur plan ?

Good luck.

# Université Hassiba Benbouali Chlef

Faculté: DROIT ET SCIENCES POLITIQUES

Département: SCIENCES POLITIQUES

Année Universitaire: 2015 / 2016

Date : 03/04/2016

3 ème année – Domaine: Droit Et Sciences Poliiques – Filière: Sciences Politiques – Spécialité: Relations  
Internationales 2 – 5 ème Semestre

## Liste des matières du semestre 5

Code_UE	Matière	Code_Mat.	Coef	Crédit	Coef.Exam	Coef.CC	Oblig.	Requise	Rat avec ou sans CC	Nb. CC
UED1	المنهجية/مذكرة	Z1123	2	2.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UED1	د. و الحكم الراشد	Z1121	2	2.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UED1	ق.د.لإنساني	Z1122	2	2.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UEF1	الإستراتيجيات الأمنية	Z1112	4	6.00	66.66	33.34	Oui	Matière non requise	Avec CC	1
UEF1	الإستراتيجيات الجديدة	Z1111	4	6.00	66.66	33.34	Oui	Matière non requise	Avec CC	1
UEF1	العلاقات الدبلوماسية	Z1113	3	4.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UEM1	ص. العربي /الإسرائيلي	Z1133	2	2.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UEM1	م. التهديدات الأمنية	Z1132	2	2.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UEM1	م. العلاقات الأوروبية	Z1131	2	2.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UET1	اللغة /الإنجليزية	Z1141	1	1.00	100.00	0.00	Oui	Matière non requise	Sans CC	0
UET1	تحرير دبلوماسي	Z1142	1	1.00	100.00	0.00	Oui	Matière non requise	Sans CC	0

بطاقة تنظيم الدروس

السداسي: الخامس

الأرصدة	الحجم الساعي		الحجم الساعي للسداسي	وحدة التدريس
	أعمال موجهة	محاضرات		
				و.ت (الأساسية)
4	15	30	45	1- ملتقى (إفريقيا-أوروبا)
4	15	30	45	2- تحليل النزاعات الدولية
4	20	20	40	3- العلاقات الدبلوماسية والقنصلية
				و.ت (الاستكشافية)
3	20	20	40	1- ملتقى (العلاقات الأوربية)
3	20	20	40	2- الاتصال و العلاقات العامة
3	15	20	35	3- رسم السياسات و صنع القرار
3	15	15	30	4- ملتقى الصراع العربي-الإسرائيلي
				و.ت (المنهجية)
2	10	10	20	1- منهجية البحث
2	20		20	2- لغة إنجليزية
				و.ت (الثقافة العامة)
2		20	20	1- الدولة و المجتمع المدني
30			335	المجموع

بطاقة تنظيم الدروس

السداسي: السادس

الأرصدة	الحجم الساعي		الحجم الساعي للسداسي	وحدة التدريس
	أعمال موجهة	محاضرات		
				و.ت (الأساسية)
4	20	20	40	1- السياسات الخارجية للدول العربية
4	20	20	40	2- الاستراتيجيات الجديدة في العلاقات الدولية
4	20	20	40	3- الدراسات المستقبلية
				و.ت (الاستكشافية)
3	20	20	40	1- تحليل السياسة الخارجية
3	20	20	40	2- ملتقى (الأمن في البحر الأبيض المتوسط)
3	15	20	35	3- تطور القانون الدولي الإنساني
3	15	15	30	4- النظام الدولي الجديد ودور الأمم المتحدة
				و.ت (المنهجية)
2	10	10	20	1- منهجية البحث
2	20		20	2- اللغة الإنجليزية
				و.ت (الثقافة العامة)
2		20	20	1- نظام التشريع في الجزائر
30			325	المجموع

## Appendix IX

نوع التقييم		الأرصدة	المعامل	الحجم الساعي الأسبوعي				الحجم الساعي السداسي	وحدة التعليم
				أعمال أخرى	أعمال تطبيقية	أعمال موجهة	محاضرة		
امتحان	متواصل								
								وحدات التعليم الأساسية	
								وت أ 1 (إج)	
x	X	6	3	4سا30		1سا30	3سا00	المادة 1 جيوسياسية العلاقات الدولية	
x	X	6	3	4سا30		1سا30	3سا00	المادة 2 السياسة الخارجية	
x	X	6	3	3سا00		1سا30	1سا30	المادة 3 نظريات التكامل والاندماج الدولي	
								وحدات التعليم المنهجية	
								وت م 1 (إج)	
X	X	4	3	2سا00		1سا30	1سا30	المادة 1 مناهج البحث في العلاقات الدولية 1	
								وحدات التعليم الإسكتشافية	
								وت أ 1 (إج)	
x	X	2	2	1سا30		1سا30		المادة 1 العلاقات الأوروبية المغربية	
								وت أ 2 (إخ) اختيار مادة من بين	
x	X	2	2	1سا30		1سا30		المادة 1 التحولات الديمقراطية	
								المادة 2 قضايا استراتيجية معاصرة	
								وحدة التعليم الأفقية	
								وت أ ف 1 (إج)	
x	X	2	2	1سا30			1سا30	المادة 1 القانون الدولي والعلاقات الدولية	
x	X	2	2	1سا30		1سا30		المادة 2 لغة انجليزية	
		30	20	20سا00		7سا30	13سا30	مجموع السداسي 5	

نوع التقييم		الأرصدة	المعامل	الحجم الساعي الأسبوعي				الحجم الساعي السداسي	وحدة التعليم
				أعمال أخرى	أعمال تطبيقية	أعمال موجهة	محاضرة		
امتحان	متواصل								
									وحدات التعليم الأساسية
									و ت أ 1 (إج)
x	X	6	3	4سا30		1سا30	3سا00	تحليل النزاعات الدولية	المادة 1
x	X	6	3	4سا30		1سا30	3سا00	السياسة الخارجية للدول الكبرى	المادة 2
x	X	6	3	3سا00		1سا30	1سا30	الدبلوماسية والتعاون الدولي	المادة 3
									وحدات التعليم المنهجية
									و ت م 1 (إج)
X	X	4	3	2سا00		1سا30	1سا30	مناهج البحث في العلاقات الدولية 2	المادة 1
									وحدات التعليم الإسكتشافية
									و ت أ 1 (إج)
x	X	2	2	1سا30		1سا30		التسلح ونزع السلاح	المادة 1
									و ت أ 2 (إج) اختيار مادة من بين
x	X	2	2	1سا30		1سا30		الهوية والمواطنة	المادة 1
								الجزائر في البيئة الاقليمية و الدولية	المادة 2
									وحدة التعليم الأفقية
									و ت أ ف 1 (إج)
x	X	2	2	1سا30			1سا30	النظام الاقتصادي الدولي	المادة 1
x	X	2	2	1سا30		1سا30		لغة انجليزية	المادة 2
		<b>30</b>	<b>20</b>	<b>20سا00</b>		<b>7سا30</b>	<b>13سا30</b>		مجموع السداسي 6

السداسي: الخامس (تخصص علاقات دولية)

عنوان الوحدة : وحدة تعليم افقية

المادة: لغة إنجليزية 5

**أهداف التعليم:**

تحسين مستوى الطلبة في اللغة الانجليزية كلغة عالمية مطلب أكثر من ضروري لطلاب العلوم السياسية، وذلك بالتركيز على دراسة وتحليل النصوص السياسية باللغة الانجليزية.

**المعارف المسبقة المطلوبة :**

المعارف المكتسبة والتكوين القاعدي للطلاب في الفلسفة والاقتصاد والتاريخ المعاصر والمفاهيم الادارية والقانونية والتكوينات ذات الصلة التي تساعد على دراسة العلاقات الدولية.

**محتوى المادة:**

الهدف من تدريس هذه المادة تمكين الطالب من أهم القواعد اللغوية التي تسمح له التعامل مع مواضيع علم السياسة بهذه اللغة

**طريقة التقييم:** امتحان + متواصل

**المراجع:** ( كتب ومطبوعات ، مواقع انترنت، إلخ)

السداسي: السادس ( تخصص علاقات دولية)

عنوان الوحدة : وحدة تعليم افقية

المادة: لغة إنجليزية 6

**أهداف التعليم:**

تحسين مستوى الطلبة في اللغة الانجليزية كلغة عالمية مطلب أكثر من ضروري لطالب العلوم السياسية، وذلك بالتركيز على دراسة وتحليل النصوص السياسية باللغة الانجليزية.

**المعارف المسبقة المطلوبة :**

المعارف المكتسبة والتكوين القاعدي للطالب في الفلسفة والاقتصاد والتاريخ المعاصر والمفاهيم الادارية والقانونية والتكوينات ذات الصلة التي تساعد على دراسة العلاقات الدولية.

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**طريقة التقييم:** امتحان + متواصل

**المراجع:** ( كتب ومطبوعات ، مواقع انترنت، إلخ)

**What's News**  
*Business & Finance*

Investors are dialing back expectations for a major shift in U.S. trade policy, fueling a rebound in multinational shares, the peso and emerging markets. **A1**

◆ **The emerging markets** stock index rose to a nearly two-year high in March, led by rallies in China, South Korea and India. **B5**

◆ **The world's top oil firms** are struggling to break even after failing to make enough money last year to cover their costs. **A2**

◆ **Deal value in Europe** rose sharply last quarter on transactions by European and North American firms. **B1**

◆ **Schneider is close** to selling its DTN data-software business to a European investor for about \$1 billion. **B1**

◆ **Chinese firms issued** \$52.6 billion of U.S. dollar bonds last quarter, up 72% from the previous period. **B5**

◆ **U.S. seaports** are joining forces in response to a wave of consolidation in the shipping industry. **B2**

◆ **Danone agreed** to sell its Stonyfield business to clear an antitrust hurdle to its WhiteWave acquisition. **B3**

◆ **Credit Suisse offices** in London, Paris and Amsterdam were targeted by authorities in a tax probe. **B7**

◆ **Glencore agreed** to sell a 51% stake in its oil-products storage business for \$775 million to China's HNA. **B7**

◆ **Snapchat launched** a search tool for its Stories feature, an attempt to broaden the app's appeal. **B4**

**Colombia Searches for Survivors After Deadly Flood, Landslide**



**DEVASTATION:** Rescuers in the small Colombian city of Mocoa on Sunday, after a disaster that left more than 200 people dead. **A4**

**Markets Brush Off Fears on U.S. Trade**

By RIVA GOLD AND GEORGI KANTCHEV

Investors are dialing back expectations for a major shift in U.S. trade policy, fueling a sharp rebound in the prices of some early targets of President Donald Trump's rhetoric. The shares of U.S. multinational companies, the Mexican peso and emerging-market stocks and currencies rank among the best-performing assets in the just-completed first quarter, reversing the trends that seized financial markets in the two months after Mr. Trump's election. Heavy selling in the peso, underperformance of multinational firms and heavy outflows from emerging markets, particularly in Asia, had in part reflected investor expectations that the new presidential administration would radically alter major trade agreements, potentially dealing a blow to the economies of U.S. trade partners and further slowing the flow of goods and services around the globe. Now investors aren't so sure. U.S. multinationals, particularly companies in the trade-sensitive technology sector, have outperformed the market. The Mexican peso strengthened more than any other major currency this year and emerging-market stocks have fared better than those in the U.S. The terms of trade were at the heart of a campaign in which Mr. Trump pledged to introduce higher tariffs on imports from China and Mexico that he said put U.S. workers at a disadvantage. Following his election, he quickly appointed economist Peter

*Please see TRADE page A2*

◆ **Journal Report: Quarterly markets review**..... **B5**

**SYRIA WAR'S WINNER: HEZBOLLAH**

Lebanese militant group has gained strength, independence and recognition by supporting Assad

By MARIA ABI-HABIB

Few wars have seen such a tangle of combatants as Syria's, from obscure and morphing rebel groups to Russians, Turks, Kurdish and Iraqi militias. From the chaos, one clear winner is emerging. Returning to his ancestral Syrian town of Qusayr after years away, a man named Mohammed discovered a new militia patrolling the neighborhood. Patches on the men's camouflage uniforms called them the Islamic Resistance of Syria. Their identity became clearer when he found a notice on his house claiming it for Hezbollah, the Lebanese militant group.

"Many houses have been confiscated with notices that they've been reserved for this or that family," Mohammed said. Hezbollah, founded in the early 1980s to fight Israel's occupation of southern Lebanon, became involved in the civil war next door to protect its patrons in Damascus and a supply line of Iranian weapons. After years of growing engagement, including training thousands of mostly Shiite Muslim fighters and beginning to provide social services, Hezbollah is today stronger, more independent and in command of a new Syrian militia that its officials say is ready to be deployed to other conflicts in the region.

Hezbollah now fights alongside Russian troops, its first alliance with a global power. It was Hezbollah that devised the battlefield plan for Aleppo last year, according to Arab and U.S. officials who monitor the group. Thanks to money and arms from Tehran, Hezbollah now stands almost on a par with Iran as a protector of President Bashar al-Assad's government, and as a sponsor of Shiite fighting forces in Syria. "It's hard to see people rising through Syrian intelligence or military ranks without the blessing of Hezbollah or the Iranians," said Andrew

*Please see SYRIA page A8*

**World-Wide**

- ◆ **Venezuela's high court** scrapped parts of a ruling that dissolved the assembly, but the move was unlikely to quell concerns over a power grab by Maduro. **A4**
- ◆ **Rescue workers** in Colombia searched for survivors of a flood and landslide that left more than 200 people dead. **A4**
- ◆ **The U.S. envoy** to the U.N. said she is "beating up" on Russia over its actions in Ukraine and its interference in the U.S. election. **A5**
- ◆ **The nuclear arms race** between India and Pakistan is intensifying, with new weaponry and more aggressive doctrines. **A3**
- ◆ **The custodian** of a remote shrine in central Pakistan drugged, tortured and killed 20 people. **A3**
- ◆ **Ecuador's president** has launched public-works projects and attacked the opposition as he pushed for his handpicked successor. **A4**
- ◆ **Serbs voted** in a presidential election that was a test of their leader's authoritarian rule. **A4**

**INSIDE**



**BREXIT BATTLE LINES ARE DRAWN**  
 EUROPE FILE, **A2**

**Inflation Targets Under Scrutiny**

By DAVID HARRISON

Inflation has finally returned to the Federal Reserve's 2% goal after undershooting it for nearly five years. Now, just as the U.S. central bank has inflation where it wants it, economists and central bankers are starting to think such a rigid goal is a mistake. After that long period of exceptionally low inflation and interest rates, central banks are talking about alternatives to the target, many of which involve the option of letting inflation rise above 2%, either permanently or for a time. "This is one of those ideas

that has moved from a crazy idea that no one would discuss to an idea that is being seriously discussed by important policy makers," said Emi Nakamura, an economist at Columbia University. Central bankers, spooked by inflation spikes during the 1970s and early 1980s, had come to view targets as a core tenet of sound monetary policy. In the 1990s and 2000s, many picked a 2% target, seeing it as not so high that it would disrupt business decisions and wage negotiations, and not so low that it would make interest rates unmanageable. The financial crisis and its

**Serbian Leader Favored in Vote**



**BALLOT BOX:** A projection indicated Prime Minister Aleksandar Vucic won Serbia's presidential election Sunday. A voter in Belgrade, above. **A4**

**Gorsuch Vote Tests Some Democrats**

By KRISTINA PETERSON

WASHINGTON—A sharply divided Senate this week will vote on Judge Neil Gorsuch's nomination to the Supreme Court, with Democrats in red-leaning states put in the position of choosing between a Republican-nominated judge and their own party's wish to block President Donald Trump at every turn. Monday, the Senate Judiciary Committee is expected to vote largely along party lines to send Judge Gorsuch's nomination to the Senate floor. That will intensify the scrambling for votes on both sides ahead of the full Senate votes later in the week. Judge Gorsuch needs 60 votes to clear procedural hurdle in the Senate, where Repub-

licans hold 52 seats. If Republicans can't secure the necessary eight Democratic votes, they have threatened to change Senate rules so they can confirm him—and future high-court justices—with a simple majority. One party forcing a change to the chamber's rules is referred to as the "nuclear option." About three dozen Democrats, outraged that Republicans refused even to hold a hearing last year for former President Barack Obama's high-court nominee, have indicated they would vote to block Judge Gorsuch. Three Senate Democrats have said they would vote for Mr. Gorsuch. That puts the focus on the remaining Democrats, some up for re-election next year and from states that Mr. Trump

*Hey, You! Stop Eating My Yard!*

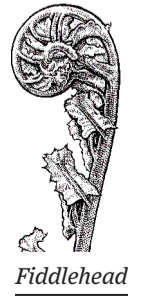
Wild vegetation's rising popularity pits foragers against landowners

By JENNIFER LEVITZ

In late April, Tim Marks's 40 acres of Maine forest land faces an infestation: fiddlehead foragers. The retired state trooper spots dozens of them traipsing across his property, stuffing burlap sacks with the greens to sell at farmers markets. He has shooed them off, and even put up trail cameras. But they'll go as far as to sneak back in at night, with headlamps. "I'm a victim of fiddlehead theft," he sighed. "It's ridiculous." Such tensions are becoming more common in Maine, where the rise in popularity of wild vegetation like fiddleheads, ramps, mushrooms and seaweed for uses from gourmet cooking to nutritional supplements is causing friction between foragers and landown-

ers. It is also threatening the state's unusual and centuries-old tradition of allowing public access to private property. For Mr. Marks, the fiddleheads on his property if not dug up for foragers can generate as much as \$600 at local markets, which he uses to help pay his property tax. "Some people pickle them, make quiche out of them," he said. "I eat them, but my wife won't touch them. She thinks they look like a fern." State Sen. Thomas Saviello thinks it is time to stop this free-range foraging, saying many are abusing the state's land-access culture. "There is the perception here that we are allowed to go

onto someone else's land," he said. "What's changed is some of the value of some of the natural resources that are on this land that I don't think some of our forefathers really thought about. I mean, fiddleheads?" The Republican lawmaker understands the appeal of regional delicacies like fiddleheads, which he likens to a very hard green bean. "They're crunchy. They're full of fiber and help keep you regular," he said. "Put a little olive oil on it, butter, fry it up and eat it. It's delicious." Even so, he has sponsored a bill, still being tweaked, that would require written permission to forage



*Fiddlehead*

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€3.20; CHF5.50; £2.00; U.S. Military (Eur.)\$2.20

## **Appendix XI**

### **Antconc results sample**

#Word Types: 8419

#Word Tokens: 44864

#Search Hits: 0

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2	1186	a
3	1075	to
4	904	of
5	878	s
6	846	in
7	836	and
8	453	that
9	363	is
10	352	for
11	311	mr
12	309	on
13	297	it
14	259	t
15	250	with
16	233	as
17	222	by
18	222	u
19	213	l
20	205	at
21	205	e
22	202	he

23	198	said
24	188	ý
25	182	from
26	180	i
27	173	has
28	169	its
29	164	are
30	163	be
31	155	c
32	148	r
33	147	year
34	145	an
35	139	was
36	137	more
37	135	have
38	133	b
39	132	re
40	131	but
41	128	his
42	125	they
43	124	y
44	113	this
45	109	o
46	107	trump
47	105	or
48	105	will
49	100	which

50	98	up
51	96	would
52	95	n
53	95	who
54	93	one
55	93	than
56	91	their
57	86	you
58	85	ing
59	85	p
60	81	last
61	78	î
62	77	m
63	75	new
64	73	about
65	73	if
66	73	some
67	73	we
68	69	had
69	69	when
70	68	pc
71	66	not
72	66	out
73	65	now
74	64	can
75	64	so
76	64	ò

77	62	other
78	62	president
79	61	been
80	61	hezbollah
81	60	also
82	59	after
83	59	all
84	58	market
85	57	over
86	56	company

## Keywords list sample

#Types Before Cut: 8419

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#Search Hits: 0

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3	1	3.882	aapl
4	1	1.420	aaron
5	2	4.256	ab
6	1	0.025	abandoned
7	1	3.882	abate
8	1	3.882	abatement
9	1	3.882	abb
10	1	3.882	abbn
11	1	3.882	abc
12	2	7.765	abdel
13	1	3.882	abdul
14	1	3.882	abe
15	2	7.765	aberdeen
16	2	7.765	abi
17	2	2.839	abide
18	2	7.765	ably
19	73	10.655	about
20	20	6.816	above
21	2	7.765	abroad
22	1	0.683	abruptly
23	1	3.882	abs

24	1	1.420	absorb
25	1	3.882	abu
26	1	3.882	abusing
27	9	34.942	ac
28	1	3.882	academy
29	1	3.882	acadian
30	1	3.882	acceler
31	1	3.882	accelerator
32	9	6.668	access
33	1	3.882	accesso
34	1	3.882	accom
35	1	3.882	accommodate
36	4	10.836	accord
37	28	29.726	according
38	1	0.683	accountable
39	1	0.118	accounts
40	1	0.118	accumulated
41	1	3.882	accus
42	3	4.259	accused
43	1	3.882	accusing
44	1	0.118	achieving
45	1	1.420	acid
46	1	3.882	ackerman
47	1	0.118	acknowledged
48	2	2.839	acquire
49	4	3.278	acquired
50	1	3.882	acquirer

51	1	3.882	acquirers
52	1	1.420	acquiring
53	4	4.714	acquisition
54	2	7.765	acquisitions
55	1	3.882	acquire
56	78	19.412	acquires
57	15	18.340	across
58	1	1.420	acted
59	2	7.765	actelion
60	2	7.765	activist
61	2	4.256	activists
62	4	0.472	activity
63	1	3.882	actly
64	2	1.366	actor
65	9	34.942	ad
66	1	3.882	ada
67	1	0.118	adapt
68	1	1.420	adaptable
69	1	0.118	adaptation
70	5	2.534	add
71	5	0.589	added
72	1	3.882	addicts
73	5	3.952	adding
74	2	1.366	additional
75	1	3.882	additive
76	4	0.022	address
77	1	3.882	adherents
78	1	3.882	adise

Word list1	
1960	the
1186	a
1075	to
904	of
878	s
846	in
836	and
453	that
363	is
352	for
311	mr
309	on
297	it
259	t
250	with
233	as
222	by
222	u
213	l
205	at
205	e
202	he
198	said
188	ý
182	from
180	i
173	has
169	its
164	are
163	be
155	c
148	r
147	year
145	an
139	was
137	more
135	have
133	b
132	re
131	but
128	his
125	they
124	y
113	this
109	o
107	trump
51	would
52	n
53	who
54	one
55	than
56	their
57	you
58	ing
59	p
60	last
61	î
62	m
63	new
64	about
65	if
66	some
67	we
68	had
69	when
70	pc
71	not
72	out
73	now
74	can
75	so
76	ò
77	other
78	president
79	been
80	hezbollah
81	also
82	after
83	all
84	market
85	over
86	company
87	deal
88	says
89	d
90	most
91	there
92	time
93	what
94	could
95	g
96	first
99	group
100	people
101	she
102	two
103	were
104	even
105	while
106	com
107	companies
108	k
109	three
110	trade
111	well
112	street
113	against
114	high
115	day
116	h
117	journal
118	no
119	say
120	wall
121	many
122	may
123	since
124	into
125	billion
126	business
127	dollar
128	him
129	these
130	tion
131	week
132	wsj
133	investors
134	chief
135	ipad
136	markets
137	my
138	only
139	world
140	do
141	syria
142	them
143	sales
144	country

47	105 or	97	51 like	145	34 court
48	105 will	98	51 years	146	34 democrats
49	100 which	99	50 group	147	34 part
50	98 up			148	34 russia
51	96 would			149	34 south
				150	34 such

## Summary :

The aim of this Doctorate thesis *ESP Classroom Interaction: Teacher's Empathy and Learners' Needs* is to Identify the Political students' English language learning needs in relation to their area of study, that is politics .It also aims at shedding light on the importance of the teacher's empathy and sensitiveness to the learners' fears and needs as a being a factor that would affect the students' attitude towards a full interaction during the English course. The thesis was conducted in the Department of Politics in Chlef University .The data of this thesis was collected through questionnaires, interviews and class observation. The subjects of this study were third year political sciences students, teachers of English and content teachers randomly selected. The students' questionnaire investigated their attitudes to the English course .The English teachers' questionnaire and interview aimed at evaluating the students' performance and interaction in the English class. The content teachers' views about the collaboration aspect between content and language teachers was the objective of the questionnaire given to them. Eventually, the class observation main objective was to have a closer eye on the students' behaviour and interaction in the English class. The results revealed the students' urgent need to improve their speaking skill and vocabulary. The teachers of English expressed their dissatisfaction with students' English level as that the collaboration issue appeared a real challenge for both content and language teachers.

## Résumé

Cette thèse de doctorat intitulée: *Interaction en classe d'Anglais pour des objectifs spécifiques (AOS): l'empathie des enseignants et les besoins des apprenants* vise non seulement à identifier les besoins d'apprentissage des étudiants en sciences politiques en langue anglaise par rapport à leur spécialité, mais aussi à démontrer l'importance de l'empathie et la sensibilité des enseignants vis-à-vis des peurs et des besoins des apprenants en tant que facteur affectant l'attitude des étudiants envers une interaction complète pendant le cours d'anglais. La recherche a été menée au Département de sciences politiques de l'Université de Chlef où les données ont été collectées en utilisant des questionnaires, et en faisant des entretiens et observations en classe. L'étude visait des étudiants de troisième année en sciences politiques, des professeurs d'anglais et des enseignants de contenu choisis au hasard. Le questionnaire des étudiants portait sur leurs attitudes vis-à-vis du cours d'anglais tandis que le but des questionnaires et d'interview des enseignants d'anglais était à évaluer la performance et l'interaction des étudiants dans la classe d'anglais. Le point de vue des enseignants sur l'aspect de la collaboration entre les enseignants de contenu et les professeurs de langue anglaise était l'objectif de ces questionnaires. Finalement, l'observation en classe visait principalement à avoir un regard plus attentif sur le comportement et l'interaction des étudiants durant la séance de langue anglais. Les résultats ont révélé le besoin urgent et nécessaire des étudiants d'améliorer leurs compétences orales et leur vocabulaire. Les enseignants d'anglais ont exprimé leur mécontentement à l'égard du niveau d'anglais des étudiants, en ce sens que le problème de collaboration semblait être un réel défi pour les enseignants de contenu et les enseignants de langue.

## ملخص

تهدف أطروحة الدكتوراه هذه والموسومة بتفاعل الطلبة أثناء حصة اللغة الإنجليزية لأهداف محددة: تعاطف الأساتذة واحتياجات المتعلمين (الطلبة) إلى تحديد احتياجات طلبة العلوم السياسية في تعلم اللغة الإنجليزية مقارنة بمجال دراستهم، والمتمثل في العلوم السياسية. كما تروم أيضا تسليط الضوء على أهمية تعاطف الأستاذ وحساسيته تجاه مخاوف المتعلمين واحتياجاتهم كعامل من شأنه أن يؤثر على موقفهم إزاء التفاعل الكلي أثناء حصة اللغة الإنجليزية. أجريت هذه الدراسة في قسم العلوم السياسية التابع لجامعة الشلف، حيث تم جمع البيانات من خلال الاستبيانات والمقابلات والملاحظة داخل القسم. وشملت الدراسة طلبة السنة الثالثة في العلوم السياسية، وأساتذة اللغة الإنجليزية وكذا أساتذة المحتوى؛ إذ تم اختيار هذه العينة اختيارا عشوائيا . ركز استبيان الطلبة على مواقفهم من درس اللغة الإنجليزية، في حين استهدف استبيان أساتذة اللغة الإنجليزية والمقابلة تقييم أداء الطلبة ومدى تفاعلهم في صف اللغة الإنجليزية؛ غير أن الهدف من هذه الاستبيانات تمثل في الوقوف على آراء أساتذة المحتوى حول التعاون بينهم وبين أساتذة اللغة. وكان الهدف الأساسي أخيرا من الملاحظة داخل القسم هو إلقاء نظرة فاحصة على سلوك الطلبة ودرجة التفاعل أثناء درس اللغة الإنجليزية. وكشفت النتائج الحاجة الملحة والضرورية للمتعلمين من أجل تحسين مهاراتهم الشفوية والمعجمية . كما أعرب أساتذة اللغة الإنجليزية عن عدم رضاهم على مستوى الطلبة في اللغة الإنجليزية، لهذا تطرح قضية التعاون و التنسيق والتي تمثل تحديا حقيقيا لكل من أساتذة المحتوى واللغة.

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The aim of this Doctorate thesis *ESP Classroom Interaction: Teacher's Empathy and Learners' Needs* is to Identify the Political students' English language learning needs in relation to their area of study, that is politics .It also aims at shedding light on the importance of the teacher's empathy and sensitiveness to the learners' fears and needs as a being a factor that would affect the students' attitude towards a full interaction during the English course. The thesis was conducted in the Department of Politics in Chlef University .The data of this thesis was collected through questionnaires, interviews and class observation. The subjects of this study were third year political sciences students, teachers of English and content teachers randomly selected. The students' questionnaire investigated their attitudes to the English course .The English teachers' questionnaire and interview aimed at evaluating the students' performance and interaction in the English class. The content teachers' views about the collaboration aspect between content and language teachers was the objective of the questionnaire given to them. Eventually, the class observation main objective was to have a closer eye on the students' behaviour and interaction in the English class. The results revealed the students' urgent need to improve their speaking skill and vocabulary. The teachers of English expressed their dissatisfaction with students' English level as that the collaboration issue appeared a real challenge for both content and language teachers.

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Cette thèse de doctorat intitulée: *Interaction en classe d'Anglais pour des objectifs spécifiques (AOS): l'empathie des enseignants et les besoins des apprenants* vise non seulement à identifier les besoins d'apprentissage des étudiants en sciences politiques en langue anglaise par rapport à leur spécialité, mais aussi à démontrer l'importance de l'empathie et la sensibilité des enseignants vis-à-vis des peurs et des besoins des apprenants en tant que facteur affectant l'attitude des étudiants envers une interaction complète pendant le cours d'anglais. La recherche a été menée au Département de sciences politiques de l'Université de Chlef où les données ont été collectées en utilisant des questionnaires, et en faisant des entretiens et observations en classe. L'étude visait des étudiants de troisième année en sciences politiques, des professeurs d'anglais et des enseignants de contenu choisis au hasard. Le questionnaire des étudiants portait sur leurs attitudes vis-à-vis du cours d'anglais tandis que le but des questionnaires et d'interview des enseignants d'anglais était à évaluer la performance et l'interaction des étudiants dans la classe d'anglais. Le point de vue des enseignants sur l'aspect de la collaboration entre les enseignants de contenu et les professeurs de langue anglaise était l'objectif de ces questionnaires. Finalement, l'observation en classe visait principalement à avoir un regard plus attentif sur le comportement et l'interaction des étudiants durant la séance de langue anglais. Les résultats ont révélé le besoin urgent et nécessaire des étudiants d'améliorer leurs compétences orales et leur vocabulaire. Les enseignants d'anglais ont exprimé leur mécontentement à l'égard du niveau d'anglais des étudiants, en ce sens que le problème de collaboration semblait être un réel défi pour les enseignants de contenu et les enseignants de langue.

## ملخص

تهدف أطروحة الدكتوراه هذه والموسومة بتفاعل الطلبة أثناء حصة اللغة الإنجليزية لأهداف محددة: تعاطف الأساتذة واحتياجات المتعلمين (الطلبة) إلى تحديد احتياجات طلبة العلوم السياسية في تعلم اللغة الإنجليزية مقارنة بمجال دراستهم، والمتمثل في العلوم السياسية. كما تروم أيضا تسليط الضوء على أهمية تعاطف الأستاذ وحساسيته تجاه مخاوف المتعلمين واحتياجاتهم كعامل من شأنه أن يؤثر على موقفهم إزاء التفاعل الكلي أثناء حصة اللغة الإنجليزية. أجريت هذه الدراسة في قسم العلوم السياسية التابع لجامعة الشلف، حيث تم جمع البيانات من خلال الاستبيانات والمقابلات والملاحظة داخل القسم. وشملت الدراسة طلبة السنة الثالثة في العلوم السياسية، وأساتذة اللغة الإنجليزية وكذا أساتذة المحتوى؛ إذ تم اختيار هذه العينة اختيارا عشوائيا . ركز استبيان الطلبة على مواقفهم من درس اللغة الإنجليزية، في حين استهدف استبيان أساتذة اللغة الإنجليزية والمقابلة تقييم أداء الطلبة ومدى تفاعلهم في صف اللغة الإنجليزية؛ غير أن الهدف من هذه الاستبيانات تمثل في الوقوف على آراء أساتذة المحتوى حول التعاون بينهم وبين أساتذة اللغة. وكان الهدف الأساسي أخيرا من الملاحظة داخل القسم هو إلقاء نظرة فاحصة على سلوك الطلبة ودرجة التفاعل أثناء درس اللغة الإنجليزية. وكشفت النتائج الحاجة الملحة والضرورية للمتعلمين من أجل تحسين مهاراتهم الشفوية والمعجمية . كما أعرب أساتذة اللغة الإنجليزية عن عدم رضاهم على مستوى الطلبة في اللغة الإنجليزية، لهذا تطرح قضية التعاون والتنسيق والتي تمثل تحديا حقيقيا لكل من أساتذة المحتوى واللغة.