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The Role of the Private Schools in Developing Speaking Skill for ESP Learners.

Case of Study: Second and Third Levels ESP Learners at El-IDRISSI Private School in Mecheria.

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfilment for the Degree of "Master" in Linguistics.

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Dedication

In the Name of Allah, Most Gracious, Most Merciful All the pries is due to Allah, the sustainers of all the worlds.

I would like to dedicate this humble work to the kind souls mentioned bellow:

First of all to the sun which warms up my life, the flower which performs my days: **my dear mom**. To whom fought all this life to bring me up and gave me the honor to have his name: **My father**. For their efforts, moral support, sacrifices and their prayers along 24years.

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And To all people who love **Halima**.

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Abstract

Teaching English for specific purposes (ESP) is a field of study that involves preparing learners with accordance with the specific skills and vocabulary needed in their own fields. Therefore, the foundation of ESP courses is linked to the reason of why this learner needs to learn English language. ESP is an important field that strives to discuss many issues in learning and teaching English language, among language skills, speaking is the most important skill that ESP learners attempt to master. ESP learners need to benefit from ESP courses to develop their speaking skill. Hence, this current study seeks to shed light on the role of the private schools in developing ESP learners' speaking among second (2^{nd}) and third (3^{rd}) level at El-Idrissi private school of Mecheria. Within the case study, the questionnaire and structured interview are opted for the research methodology; the questionnaire is devoted to the second (2^{nd}) and third (3^{rd}) level learners in El-Idrissi who are learning English for Specific Purposes (ESP). The main findings obtained from this study indicate that ESP courses in the private schools play a crucial role in developing learners' speaking skills.

Table of Contents

ACKNOWLEDGEMENT……..…..……..... **I**

DEDICATION……..……..….. **II**

Abstract……..…….. **III**

Table of Contents……..……..… **IV**

List of Acronyms and Abbreviations……..……..... **IX**

List of Tables……..……...… **X**

List of pie-Charts……..…… **XI**

List of Figures……..... **XII**

General Introduction…….....**1**

Chapter One: Theoretical Part (Literature Review).

1.1. Introduction……....**8**

1.2 The Teaching of English as a Foreign Language in Algeria…….....**8**

1.3. Learning English Outside Public Schools in Algeria……....**9**

1.4. The Private Schools of Teaching Foreign Languages in Algeria…….....**10**

1.4.1. The Aim of Establishing Private Schools…….…….....**10**

1.4.2. El-IDRISS Private School…….…….**10**

1.4.2.1. ESP Curriculum…….....**11**

1.4.2.2. Speaking in the Curricula…….....**11**

1.5. Overview of ESP.....**11**

1.5.1. Definitions of ESP.....**12**

1.5.2. ESP and the Four Skills.....**13**

1.6. Speaking Skill.....**13**

1.6.1. ESP and Speaking Skills……..**14**

1.6.2. Definition of Speaking Skill.....**14**

1.6.3. The Importance of the Speaking Skill for ESP Learners.....**14**

1.7. Speaking Difficulties for ESP Learners.....**15**

a. Inhibition……....**15**

b. Nothing to say……....**15**

c. Low or uneven participation…….....**15**

d. Mother tongue use……**16**

1.8. Activities Used to Teach Speaking to ESP Learners.....**16**

1.8.1. Awareness Activities.....**16**

a. Using Recordings.....**17**

b. Using Live Listening.....**17**

c. Using Noticing the Gap Activity.....**17**

1.8.2. Appropriation Activities.....**17**

a. Drilling and Chants.....**17**

b. Milling Activities.....**17**

c. Writing Tasks.....**17**

-Dictation.....**17**

-Paper Conversation.....**17**

-Computer-mediated Chat.....**18**

-Rewriting.....**18**

d. Reading Aloud.....**18**

e. Dialogues.....**18**

-Items on Broad.....**18**

-Disappearing Dialogue.....**18**

-Dialogue Building.....**18**

f. Communicative Tasks.....**18**

-Information Gap Activity.....**18**

-Jigsaw Activity.....**18**

-Surveys.....**18**

-Guessing Games.....**18**

1.8.3. Autonomy Activities.....**19**

a. Presentations and Talks.....**19**

-Show and Tell.....**19**

-Did you Read About?.....**19**

-Academic Presentations.....**19**

b. Stories, Jokes and Anecdotes.....**19**

-Guess the Lie.....**19**

-Insert the Word.....**19**

-Chain Story.....**19**

-Party Joke.....**19**

c. Role Play.....**19**

d. Discussion and Debate.....**19**

1.9. The Role of ESP Teacher in Developing the Speaking Competences for ESP Learners……**20**

1.10. Conclusion.....**20**

Chapter Two: Practical Part (Data Collection and Data Analysis).

2.1. Introduction.....**23**

2.2. Aim of the Study.....**23**

2.3. The Case of Study and Sample of Population.....**23**

2.3.1. Learners.....**24**

2.3.2. Teachers.....**24**

2.4. Research Tools.....**24**

2.4.1. The Learners' Questionnaire.....**25**

2.4.1.1. The Analysis of the Learners' Questionnaire.....**25**

2.4.1.2. The Interpretation of the Learners' Questionnaire.....**34**

2.4.2. The Teachers' Structured Interview.....**35**

2.4.2.1. The Analysis of the Teachers' Structured Interview.....**36**

2.4.2.2. The Interpretation of the Teachers' Structured Interview.....**46**

2.5. The Textbook of El- Idrissi Private School.....**47**

2.5.1. The Analysis of the Textbook of El-Idrissi Private School.....**48**

2.5.2. The Interpretation of the Textbook of El-Idrissi Private School.....**48**

2.6. Suggestions and Recommendations.....**49**

2.7. Conclusion.....**49**

General Conclusion.....**51**

Bibliography.....**53**

Appendices.....**55**

Appendix (A): The Learners' Questionnaire.....**57**

Appendix (B): The Teachers' Interview.....**61**

List of Acronyms and Abbreviations

2nd: Second.

3rd: Third.

CBA: Competency Based Approach.

EGAP: English for General Academic Purposes.

EIL: English as an International Language.

ELF: English as a Lingua Franca.

ELT: English Language Teaching.

ESP: English for Specific Purposes.

LSP: Language for Specific Purposes.

TEFL: Teaching of English as a Foreign Language.

TFL: Teaching Foreign Languages.

List of Tables

Table2.1: Learners' Age.

Table2.2: Learners' Profession.

Table2.3: Learners' Period of Training in El-Idrissi Private School.

Table2.4: Learners' Needs for Learning English.

Table2.5: The Learners Needed Skills.

Table2.6: Learners' Agreement with Teachers' Method for Teaching Speaking.

Table2.7: Teachers' Degree and Qualifications.

Table2.8: Teachers' Experience in Teaching.

Table2.9: Teachers' Level of Experience in Teaching.

Table2.10: Classification of English Language Skills According to their Importance for ESP Learners.

Table2.11: Areas of Learners' Weakness.

List of Pie Charts

Pie Chart2.1: Learners' Gender.

Pie Chart2.2: Learners' Purpose for Learning English.

Pie Chart2.3: Importance of English.

Pie Chart2.4: Learners' Difficulty in Speaking Skill.

Pie Chart2.5: Teachers' Encouragement for Learners to Speak.

Pie Chart2.6: Learners' Feeling When Speaking.

Pie Chart2.7: Learners' Amelioration of Level in English.

Pie Chart2.8: Teachers' ESP Training.

Pie Chart 2.9: Years of Teaching in El-Idrissi Private School.

Pie Chart 2.10: Time Allowance for Teaching.

Pie Chart 2.11: Teachers' Satisfaction for the Time Allotted.

Pie Chart2.12: Learners' Knowledge.

Pie Chart2.13: Teachers' Point of View about the Parts of the Textbook.

List of Figures

Figure2.1: Learners' Level in English.

Figure2.2: Learners' Satisfaction for ESP Courses.

Figure2.3: Learners' Ability to Express Orally.

Figure2.4: Learners' Frequency for Using English Outside Classroom.

Figure2.5: Learners' Fluency in Carry out a Conversation.

Figure2.6: Learners' Consideration for their Level in Speaking.

Figure2.7: Teachers' Definition of Language Taught to ESP Learners.

Figure2.8: Teachers' Use of Materials.

Figure2.9: The Use of Translation.

Figure2.10: Teachers' Frequency of Encouraging Learners to Speak.

Figure2.11: The Frequency of Learners Speaking.

Figure2.12: Teachers' Assumptions for the Learners' Feeling when Speaking.

GENERAL INTRODUCTION

English language has become a worldwide concern and the internationally accepted language of almost all fields of knowledge and Algeria is one of the interesting nations as any other developing world country when English becomes the interest of a significant number of people. Nowadays, people from different levels attend English courses in the private schools because it become very important in terms of the work, studies and technology, their want is to improve their language skills and to be able to communicate with people effectively. Learners have specific reasons for learning English. To fulfill the needs of these learners' new specific courses were designed and introduced. English for specific purposes or ESP provides these specific courses. In this latter three major questions are to be asked; what to teach? To whom? And how to teach them?

In the private schools for teaching foreign languages, many learners seek for speaking English in a good manner if not fluently and accurately. So, their main interest is speaking the language without any obstacles or challenges that may prevent or make the production of speech very hard. In which all the ESP learners that join the private schools aim to develop their speaking skill. Moreover, this research paper attempts to shed some lights on the crucial role that the private schools can play in developing learners' speaking were learners can benefit to develop their skills as much as they can. Besides, to show learners and teachers opinions concerning the subject matter. In addition, to confirm that learners can develop their speaking in English by the help of the teachers in the private schools.

Accordingly, the following research questions are asked to cover the research scope:

What are the reasons that stand behind the importance of learning the speaking skill for ESP learners in the private schools?.

In addition the following sub-questions are added to be under investigation:

- What are the main difficulties that ESP learners encounter while speaking?.
- What are the main issues that faced the ESP teachers when teaching the speaking skill to their ESP learners?.

- What are the ESP teachers' needs to be able to get better performance to manage the ESP courses?.

On the basis of what has been stated before, the following hypotheses are proposed to answer the research questions, for the main question, the following hypothesis is proposed:

- To communicate in English for specific situations, it should be preceded by the identification of: the learners' needs, Learners' wants, and Learners' knowledge of the language to determine the linguistic lack.

Consequently, the sub hypotheses that may be advocated to answer the sub questions are:

- Difficulties in speaking skill are caused by different factors including the following: some have problems in listening skill, because of the faster talk, some have problems in language knowledge which consists of vocabulary and pronunciation, others have lack of confidence; they feel afraid of making mistakes while speaking.
- Problems faced by the ESP teacher in teaching speaking skill are summarized as follows: different abilities and different ages, some learners were shy and afraid to speak English, because of the different learners' educational backgrounds.
- The teacher selects the appropriate topics to discuss and the materials that might cover all learners' needs, also the suitable teaching methodologies and strategies.

Furthermore, this research paper includes two chapters; the first one is devoted to literature review, which emphasizes the main points and key concepts of the subject matter, and it is concerned with the theoretical assumptions that have relation with the research. For the second chapter, it is devoted to the practical part; it is related to the research tools that are selected to collect the necessary data from the participants. In addition, it is based on the results that are obtained from the use of questionnaire and structured interview for the second and third level learners at

El-Idrissi private school. In which the results obtained are analyzed quantitatively and qualitatively then interpreted.

Chapter One :

Literature Review

1.1. Introduction.

1.2 The Teaching of English as a Foreign Language in Algeria.

1.3. Learning English Outside Public Schools in Algeria.

1.4. The Private Schools of Teaching Foreign Languages in Algeria.

1.4.1. The Aim of Establishing Private Schools.

1.4.2. El-IDRISS Private School.

1.4.2.1. ESP Curriculum.

1.4.2.2. Speaking in the Curricula.

1.5. Overview of ESP.

1.5.1. Definitions of ESP.

1.5.2. ESP and the Four Skills.

1.6. Speaking Skill.

1.6.1. ESP and Speaking Skills.

1.6.2. Definition of Speaking Skill.

1.6.3. The Importance of the Speaking Skill for ESP Learners.

1.7. Speaking Difficulties for ESP Learners.

a. Inhibition

b. Nothing to say

c. Low or uneven participation

d. Mother tongue use

1.8. Activities Used to Teach Speaking to ESP Learners.

1.8.1. Awareness Activities.

a. Using Recordings.

b. Using Live Listening.

c. Using Noticing the Gap Activity.

1.8.2. Appropriation Activities.

a. Drilling and Chants.

b. Milling Activities.

c. Writing Tasks.

-Dictation.

-Paper Conversation.

-Computer-mediated Chat.

-Rewriting.

d. Reading Aloud.

e. Dialogues.

-Items on Broad.

-Disappearing Dialogue.

-Dialogue Building.

f. Communicative Tasks.

-Information Gap Activity.

-Jigsaw Activity.

-Surveys.

-Guessing Games.

1.8.3. Autonomy Activities.

a. Presentations and Talks.

-Show and Tell.

-Did you Read About?.

-Academic Presentations.

b. Stories, Jokes and Anecdotes.

-Guess the Lie.

-Insert the Word.

-Chain Story.

-Party Joke.

c. Role Play.

d. Discussion and Debate.

1.9. The Role of ESP Teacher in Developing the Speaking Competences for ESP Learners.

1.10. Conclusion.

1.1. Introduction

During the recent days, the teaching and learning of English language throughout the world take a great importance because it is the most spoken language after Chinese and it has a unique position as a significant factor in terms of modern sciences, technology, education, business, and international diplomacy.

English is considered as a foreign language for over 700 million people in the world who use it just for their day to day needs, where it does not play a big role in national or social life in their countries as the case in Algeria.

People for over the world learn English for their special needs; as well (business, education, working situations or even occasional dialogues) to achieve these needs those people enrol ESP courses in the private schools and the majority of them, their interest was regarding to improve their speaking skill.

In this chapter we shed some light First of all; on the TEFL in Algeria and their importance, the learning of English in the private schools as we take the example of EL-IDRISSI private school and their aim. Then, the researcher depicts definitions of ESP and focus also on the importance. Finally, the researcher touch upon the definition of speaking skills and speaking in ESP courses, importance, activities, without forgetting the ESP learners' difficulties and the role of the ESP teachers.

1.2. The Teaching of English as a Foreign Language in Algeria

As everyone agrees with the importance of English language on all levels. The Algerian curriculum developers inserted English as a second foreign language after French, in the Algerian educational system. English language is taught in all the Algerian middle and secondary schools and universities and even in some military/security, economic, touristic, cultural and industrial institutions.

The objectives behind teaching/learning English as foreign language, according to the Algerian authorities are summarized in this four points; socio-cultural, humanistic, educational and academic objectives.

In Algeria students start to learn English at the age of eleven(11) from the first year middle school and lasted with seven(7)years, four(4)years in the middle school and three (3)in the secondary school with a rich syllabuses working with a new methodology which is CBA. Eventually the Algerian student look weak in learning this language according to many scholars the success or failure in learning any language is decided by a set of factors, for instance; age, motivation, self confidence, pedagogy and society (including parents, peers, teachers….etc). And for recap this weakness people join English courses outside the public schools.

1.3. Learning English Outside Public Schools in Algeria

Learning any language is a principal thing to lead our social lives and to communicate to wider areas, because the world becomes a global village. The majority of people now in all over the world use English as a Lingua Franca (ELF), which is the common language to communicate to each other and to transmit the messages between people from different countries.

There are many compelling reasons that push people from all segments of society to study English, whether; to cultivates their minds, develops their knowledge, for today's rapidly globalizing economy, because it become the language of the world information, or simply because they learn it for personal needs.

Because English has no relation with the historical components of Algeria, It does not play an important role in the daily life of the Algerians and people do not use it to communicate in the environment except in schools because of that the level for a number of people is low in this English courses in the Algerian schools. Nowadays as a large group of people become aware of the importance of English as an International Language (EIL) in all fields they join the private schools of

Teaching Foreign Languages (TFL) in order to improve their language skills in English.

1.4. The Private Schools of Teaching Foreign Languages in Algeria

The private schools of teaching foreign languages are schools where everybody has learning English as their top priority for special reasons and needs.

Recently, hundreds of private schools of teaching/learning foreign languages have been established and spread to wider areas in Algeria, Run by university students and are mainly concerned with the development of the language skills in any foreign language, for the interest of the educated class to learn about the different languages and cultures in the world. Especially, the English language which has taken a great importance between the other languages, whether they want to study a foreign language to prepare for university in a foreign country or just to improve their language for personal reasons.

1.4.1. The Aim of Establishing Private Schools

The aim that all the private schools looking for is to make their learners in a setting where they can be good speakers and/or writers to reach their needs and that is what we call English for Specific Purposes (ESP).

1.4.2. El-IDRISSI Private School

Studying at a language school is a great decision for people who want to improve their language skills. And the teachers of this school prepare and put their learners in an environment where they can learn and take the essential things to master any foreign language and to achieve their needs.

The private school of teaching foreign languages El-IDRISSI in Mecheria city has been taken as an example in this research paper. El-IDRISSI private school was running since March2016, from the beginning, they offer courses in a set of foreign languages; French, English, German, Spanish. The purpose for studying in this

school differs from one to another. There are some who attend these courses to develop their abilities in a particular language for scientific or study reasons especially students, others for reasons of immigration or to work within companies.

There is a large turnout by all segments in society from, youngest to elderly people that are divided into groups according to their needs and educational background. Usually the courses started on the evening after finishing the hours of work and study or on the weekend.

1.4.2.1. ESP Curriculum

EL-IDRISSI school of languages use Interchange fourth edition program for teaching English to their ESP learners, this version considered as the most successful English program and the main goal beyond this version to speak English quickly for adults and young adult learners and to obtain the most important things for mastering the English language, the learners pass by twelve levels each level has its particular book divided into units, each unit consists of a variety of tasks and exercises to practice and provide learners with additional vocabulary, grammar, reading, pronunciation, listening, writing and speaking .

1.4.2.2. Speaking in the Curricula

The speaking skill takes a large part in EL-IDRISSI textbook because it is the interest of a significant number of ESP learners if not all, and the main aim of those learners to develop their speaking skill. It is taught in terms of listening practice, pronunciation and conversations. Even grammar, listening, writing, and reading courses are offered for the purpose of developing speaking skill for ESP learners to fulfil their needs.

1.5. Overview of ESP

ESP is a branch of applied linguistics in which linguists attempt to put their focus on the specific needs of individuals or groups of individuals in English in

order to design materials related to their specific interests or specialties. There is always a need to look at ESP within the context of language teaching in general.

1.5.1. Definitions of ESP

Years ago, people became aware of the necessity to learn English for different reasons either for communicate with others, get more knowledge or to achieve business purposes, and to expected these matter a sub-field of English Language Teaching (ELT) was introduced under the name of English for Specific Purposes or 'ESP' for short, many writers and researchers done several definitions to specify and give the real meanings that are relevant to the context of ESP.

According to Harmer (1983:1) ESP is: **"...situations where the student has some specific reasons to learn a language."** In other words, learners get the decision for learning English for special reasons which can be, i.e., Academic or Occupational.

Four years later, Hutchinson et al (1987:19) provide another definition by which they state that ESP is**:"An approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning."** Therefore, to answer this question: **"For which reason this learners need to learn English language?".**

On the other hand, Strevens (1988:1-13) in his definition says that:

> **...makes a distinction between absolute characteristics and variable characteristics; concerning the absolute characteristics; language teaching is designed for targeted learners and its content is related to a particular target situation, in addition, the language used in centred in its activities, whereas variable characteristics view ESP as restricted to some skills and that no rigid methodology is described for its teaching.**

Alternatively; Dudley-Evans (1997:5) modified Strevens definition of ESP in terms of absolute characteristics by adding that ESP is in contrast with General English, in addition, he enumerated the variable characteristics as follow:

a) ESP may be related or designed for specific disciplines;

b) ESP may use, in specific teaching situations, a different methodology from that of general English;

c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level;

d) ESP is generally designed for intermediate or advanced learners; and Most ESP courses assume basic knowledge of the language system.

1.5.2. ESP and the Four Skills

In ESP courses it is very important to teach language skills; reading, writing, listening and speaking but it depends on the learners' needs and interests. Dudley-Evans & St. John (1998:41) point out that:

> **English for General Academic Purposes (EGAP) isolates the skills associated with study activities such as reading textbooks, articles, writing essays, listening to lectures…etc, on the other ESP courses are combination of subject matter and English language teaching, students are definitively more motivated to study English for computing.**

1.6. Speaking Skill

Speaking skill is one of the productive skills; it means the practical pronunciation of the language in order to express points of view, thoughts, feeling, or attitudes. In order to be skilful and fluent in the target language, students should be aware of and about the cultural, social, and political factors of that language. In

addition to all the mentioned aspects; students must be knowledgeable of course about linguistics rules because they are the essentials and the basics of the language.

1.6.1. ESP and Speaking Skills

Petrie (in John Lyons, R. Coates et al 1987:336) sited that: **"Speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought".** Indeed, people all over the world, produce billions of words without paying attention or doing any effort. Chaney (1998:13) defines speaking as: **"the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".**

When People discuss any subject or enter in a conversation, generally they do not prepare the dialogue before whereas the speech can build by using their previous information and knowledge background.

1.6.2. Definition of Speaking Skill

The speaking skill is considered as a productive skill in which the person claims to connect words and sentences to produce a correct and complete speech to communicate with people. This phenomenon would be a purpose for ESP learners to develop for a specific goals and situations. Speaking skills would be an objective for many people; for example: in an ESP class in English for Tourism, learners need to develop their speaking skill and the teacher is asked to select the appropriate activities that help learners to improve speaking skills and reach their goals.

1.6.3. The Importance of the Speaking Skill for ESP Learners

Most of time learners think that the ability to speak a language is a result of learning this language, where speaking is the most dominant part in language learning process. The role of the teachers is to teach their ESP learners the effective speaking strategies in communication and learning as a whole also help them learn to speak so that they can use speaking to learn.

1.7. Speaking Difficulties for ESP Learners:

The purpose behind teaching the speaking skill is to enhance the learners' communicative competence, but when they try to express their ideas there is always indecision, repetition of words, combine expressions that have the same meaning and too much pause for thinking about what he will say. Ur (1991:121) claimed that **"there are four main problems in getting learners speak the foreign language in the classroom which are: Inhibition, Nothing to say, Low or uneven participation, and Mother tongue use."**

a. Inhibition; we can find this problem when the ESP learners try to participate in order to express their opinions in the classroom and because of a number of problems as the fear of making mistakes when speaking or being criticized they lose the confidence in themselves.

b. Nothing to say; there are a set of common expressions used by ESP learners when they are imposed to participate in a specific topic, for example; *"I have nothing to talk about", "no comments"* or they keep silent. Ur (1991:121) confirmed that: **"when he states "even if they are not inhibited, you often hear learners complain that they cannot think of anything to say."**

c. Low or uneven participation; this problem has a relation with the period of talking time for each learner. Ur (1991:121) states that:

> **only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.**

We can find this kind of learners in all classes where the participation consists of one learner only who wants to be dominant and does not let the turn to the others.

d. Mother tongue use; the ESP learners who speak the same mother tongue they prefer to use it with each other outside and inside the classroom because they feel more comfortable. Ur (1991:121) confirmed that:

> **By stating: in classes where all, or a number of, the learners share the same mother tongue, they maintained to use it: because it feels a natural to speak to one another in a foreign language and because they feel "exposed" if they are speaking their mother tongue.**

The learners see that even if they study the foreign language they could not speak it correctly like their mother tongue.

1.8. Activities Used to Teach Speaking to ESP Learners

According to Thombury (2008: 41-111), theorists proposed three different stages for learning speaking. As a first stage, Awareness in which learners need to be aware about the characteristics of the language studied. As a second stage, appropriation where integrate the language characteristics on what have as a knowledge. As a last stage, autonomy when learners are capable to use the foreign language as it is their mother tongue, they are called autonomous. Theorists have designed several activities for all the stages mentioned above in order to an effective teaching to take place. All these activities urge the learners to participate since they bring interest into the classroom and, thus endeavour motivation.

1.8.1. Awareness Activities

The aim of the awareness activities focus on language features; socio-cultural rules, topic shift, performance effects, communication strategies, speech acts, features of spoken grammar (repetition, ellipsis...etc), discourse makers (well, I mean, any way...etc), vocabulary, lexical chunks and stress and intonation.

a. Using Recordings; to improve the listening and speaking skills teachers use audio-recorded materials like (Radio, TV...etc) for listening to recording dialogs and conversations of native speakers.

b. Using Live Listening; listening to the teacher or a native speaker open the door for exchanging ideas.

c. Using Noticing the Gap Activity; learners are required to listen to a competent speaker doing the same oral task and notice the difference in language characteristics between them. At the end the learner repeat the task the same way doing by the competent speaker.

1.8.2. Appropriation Activities

Once learners are aware about the language features, they have to appropriate this awareness in order to be used. Appropriateness offers the learners the opportunity to do a better control over their oral production.

a. Drilling and chants; by drilling it is means repeating words, phrases or full expressions after hearing them (as in dialogues, conversations, TV, Radio...etc). While by Chants, it means listening to songs or playing games aid learners to gather more new words and expressions and can remember them easily.

b. Milling Activities; in such activities, the learners are required to gather different points of views of their classmates by asking them certain questions to find what the learners have in common.

c. Writing Tasks, Writing plays a significant role in the speaking/learning process. The following activities explain more the role of writing in teaching speaking.

- **Dictation;** in dictation, teachers ask the learners to write the expressions that he dictates then use them to write dialogues.
- **Paper conversation;** in this type of activities, learners are asked to write a conversation in pair or group work in the same paper.

- **Computer-mediated chat;** chatting with native people on Internet enriches the learners' language.
- **Rewriting; t**he teachers ask their learners to rewrite dialogues (e.g. the direct/indirect speech or the passive voice).

d. Reading aloud; is a step between writing and speaking. It helps learners hear the correct pronunciation.

e. Dialogues; dialogues give a chance to the learners to concentrate more on grammatical and lexical structures.

- **Items on broad**; the teacher writes an expression (e.g. have you ever heard.....) and let the learners imagine a situation then speak.
- **Disappearing dialogue**; the teacher writes a dialogue. Then he asks the learners to read it loudly in pairs. And repeat it more than once like this the learners memorize the dialogue and can rewrite it again.
- **Dialogue building;** it is the opposite of disappearing dialogue. The teacher put their learners in a situation to imagine the events. Then construct a complete dialogue.

f. Communicative tasks, in this activity the learner focus more on what the learner say rather than how to say it.

- **Information gap activity;** this activity provides global talks between learners to exchange information.
- **Jigsaw Activity;** in such an activity, there are a lot of participants in which the teacher arranges four flashcards and distributes the cards for four subgroups. After a moment the teacher asks the members of all the subgroups to describe what they have seen.
- **Surveys;** in this type of activities the learners are asked to confirm or disconfirm a hypothesis suggested by the teacher by collecting the opinions of their classmates then chose one learner to represent them.
- **Guessing Games;** the teacher asks the question, what does this look like? And let their learners think and guess till found what was he thought about.

1.8.3. Autonomy Activities

Autonomy is defined by Thornbury (2008:90) as being **"the capacity to self-regulate performance as a consequence of gaining control over skills that were formally other regulated".** The activities that are used to enhance automaticity in the learners are described as follow.

a. Presentations and talks; teachers ask their learners to present such activities in front of their classmates and prepare for a real life communication.

- **Show and tell;** learners are asked to present a picture or an object and explain it to their classmates then answer the questions that their classmates ask.
- **Did you read about?;** learners are asked to speak and share with their classmates something they heard about it on the radio or that read about it in the newspaper. Then all the learners discuss it and give their opinions.
- **Academic presentations;** this type of activity doing individually, in pairs or in groups for present an academic presentation. A discussion has its place when the learners finish their presentation.

b. Stories, jokes and anecdotes; through storytelling, learners will practice their oral skill. Jokes and anecdotes have the same aim.

- **Guess the lie;** in this activity, one Learner tells three short anecdotes to their classmates, two of them really happened to him/her, but the third is false. The other learners are going to guess the lie.
- **Insert the word;** the teacher gives their learners cards with different words or expressions. After that one learner start telling an anecdote and the other learners guess the secret item from behind it.
- **Chain story;** by turn and in one sentence learners build a story.
- **Party joke;** learners exchange jokes between each other. Then the classmates should vote for the best one.

c. Role Play; role plays socialized learner and help them reduce their fears to perform in front of people.

d. Discussion and debate; discussion and debate are the most used activities in oral classes. And the *"Panel discussion"* is the most prefer by teachers.

In which it is used in pairs or in groups; to give their arguments about a given subject and the other learners either agree or disagree. In this activity learners focus more on what they say rather than how to say it.

1.9. The Role of ESP Teacher in Developing the Speaking Competences for ESP Learners

The role of ESP teacher is not an easy task. He often needs to work as a negotiator between what he already has as knowledge and the needs of learners. He must detect the balance between these two aspects where everybody feels relaxing in his role and encourages working and learning**.** Hutchinson and Waters (1987:165) claim that: **"The ESP teacher is faced by a group of learners with certain expectations as to the nature, content and achievements of the course".** The ESP learners are often adults who can know what they need and have an idea how to reach their needs and by the help of the ESP teacher the purpose of leaning can be achieved.

1.10. Conclusion:

Throughout this chapter the researcher has focused on the theoretical points that have a relation with both the importance of teaching/learning the English language nowadays in the private schools and described the main methods and techniques which are used to teach speaking skill effectively in ESP classes. The next chapter will deal with the practical study concerning the purposes that push ESP learners to join ESP courses and their need for speaking skill in their future lives.

Chapter Two :

Data Collection
&
Data Analysis

Chapter Two: Data Collection & Data Analysis.

2.1. Introduction.

2.2. Aim of the Study.

2.3. The Case of Study and Sample of Population.

2.3.1. Learners.

2.3.2. Teachers.

2.4. Research Tools.

2.4.1. The Learners' Questionnaire.

2.4.1.1. The Analysis of the Learners' Questionnaire.

2.4.1.2. The Interpretation of the Learners' Questionnaire.

2.4.2. The Teachers' Structured Interview.

2.4.2.1. The Analysis of the Teachers' Structured Interview.

2.4.2.2. The Interpretation of the Teachers' Structured Interview.

2.5. The Textbook of El- Idrissi Private School.

2.5.1. The Analysis of the Textbook of El-Idrissi Private School.

2.5.2. The Interpretation of the Textbook of El-Idrissi Private School.

2.6. Suggestions and Recommendations.

2.7. Conclusion.

2.1. Introduction

In this research paper, the second chapter will deal with the practical part, in order to make experiments to test the validity of our hypothesis for investigating the role of the private schools, in developing the speaking skill for ESP learners at El-IDRISSI private school. This chapter is divided into two main parts; as a first part we start with the research design (methodology) used in this research; dealing with the aim of study, the sample of population, instruments and providing an analysis of the textbook to collect data. Then as a second part, we deal with the analysis and the interpretation of the results that are collected from both learners' questionnaire and teachers' interview in combination of both quantitative and qualitative approaches. Then the textbook designed to the learners of El-IDRISSI private school.

2.2. Aim of the Study:

The ability and the need to understand speech and communicate with people become an important matter due to the international exchange on many different fields. In this latter we target to raise the idea of developing the speaking skill for ESP learners, by the help of communicative classes in the private schools. Besides, our main aims of this study are;

1. To identify the learners' needs; their wants and their lack.
2. To discuss the main obstacles that are facing the learners while speaking and the main language problems facing the teacher while teaching speaking skill.
3. And to verify whether ESP courses help those learners to improve their speaking skill.

2.3. The Case of Study and Sample of Population:

Bromley (1990:302) defines case study as: **"a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest"**. In other words, the case of study (i.e. an institution, an organization, a school, a class...) is chosen by the researcher with the aim to portray the phenomenon in its real context within a specific population to gather data.

Moreover, the researcher has no relevance over this study but just reports and explains things as they happen by the participants.

In our initial research, and in order to fulfil it the researcher has chosen to work with two groups; learners and teachers by answering the questions addressed to them. These study participants were ESP learners and their teachers. In the following sections we will describe these two groups of informants.

2.3.1. Learners:

The sample of this study consists of fifteen (15) ESP Learner at EL-IDRISSI private school, including both males eight (8) and females seven (7) with different ages from a total population of twenty five (25) learners. The participants in this study were recruited from two levels (1^{st} and 2^{nd} level). Learners were given the questionnaires with some instructions on how to do so and for which reason it is designed. They were helped by some explanations when it is necessary, their time is limited they pay for these courses, because of that they take them to home to take their time for answering.

2.3.2. Teachers:

Our target population considers all the teachers of English at El-IDRISSI private school of Mecheria. The Interview was administered to three teachers, so the sample contains total of three (03) teachers from both genders concerning their diploma, two (02) of them have Master degree and one (01) has Licence degree.

2.4. Research Tools:

Via the current research, the researcher has tried to make use of the following instruments, notably; a learners' questionnaire as well as teachers' structured interview also, the textbook. The Combination of different methods can strongly help gathering more information and more efficient data in order to explore credible results to the research questions.

2.4.1. The Learners' Questionnaire

As pointed out by Anderson (1990:207) questionnaires: **"allow the gathering of reliable and valid data, relatively, in a short time".** In other words, a questionnaire might be the only instrument that can serve as a means of gathering amount of data with a minimum of time and efforts. In this study the students' questionnaire was submitted to fifteen (15) ESP learners (see appendix 'A'); these learners take their questionnaires to their homes after giving some explanations then they give it back. The questionnaire was composed of two parts in the first one, the researcher asks the participants to fill informative boxes about gender, age and profession whereas the second part composes of eighteen (18) questions which are either 'closed questions', 'open questions', 'mixture of close and open questions' or 'multiple choice question' about the level, the needs, difficulties while speaking, and the role of this courses in developing their level of speaking.

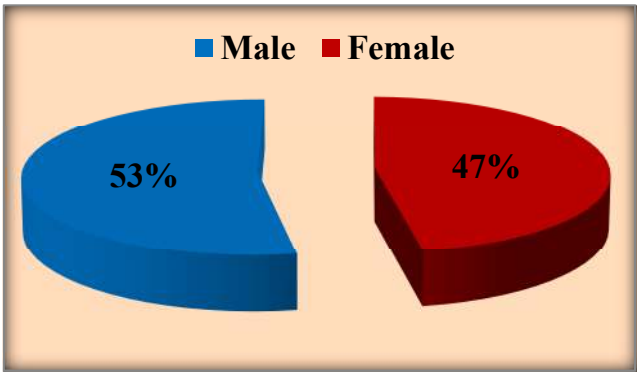
The learners' questionnaire prepared, in order to arrive at a better picture of the role of the private schools in developing speaking skill for ESP learners, it would be vital for the purpose of the study to ask ESP learners about their wants, lacks and needs. The researcher has used the quantitative and qualitative approaches to analyse learners' questionnaire then interpret the results obtained.

2.4.1.1. The Analysis of the Learners' Questionnaire

In the current study, the quantitative and qualitative approaches are used to analyze fifteen (15) learners' questionnaires. The analysis covers three questions about learners' profile in the first part, in addition to eighteen (18) questions in the second part.

Part One: Learners' profile

Gender; the learners are asked about their gender, it aims to know the number of males and females who participate in this questionnaire.



Pie Chart2.1: Learners' Gender.

As the pie chart above shows, eight (08) learners representing 53% from the participants are males, while seven (07) learners that represent 47% from the representative sample are females.

Age; the researcher asks the participants about their ages. It aims to know the different ages that attend these ESP classes.

Years	15 years old	19 years old	24 years old	25 years old	26 years old	27 years old	42 years old	55 years old	Total
Number	2	1	1	3	2	4	1	1	15
%	13%	7%	7%	20%	13%	26%	7%	7%	100%

Table2.1: Learners' Age.

A quick glimpse at this table reveals that there are eight (08) age groups in our selected sample. It differs from teenager to older people and their ages vary between 15 till 55 years old.

Profession; It aims to know the profession of each learner to know whether it is necessary to learn English speaking or not in his field.

Profession	Student	Worker in a foreign company	Engineer	Teacher	Director of School	Not mentioned	Total
Number	5	3	3	1	1	2	15
%	33%	20%	20%	7%	7%	13%	100 %

Table2.2: Learners' Profession.

As it is shown in the table above, the professions of learners varies and differ.

Part two: The identification of learners' level, lacks and needs.

The first question, a close question, aims to know the period of time that learners have been training for ESP courses in El-IDRISSI private school.

Months	1 month	2 months	3 months	4 months	5 months	6 months	Total
Number	0	3	6	1	3	2	15
%	0%	20%	40%	7%	20%	13%	100%

Table2.3: Learners' Period of Training in El- IDRISSI Private School.

The results obtained from the first question show that all participants are training for more than two (02) months.

Concerning the second question, it is a close question which aims to know the level of the learners before joining El- Idrissi private school.

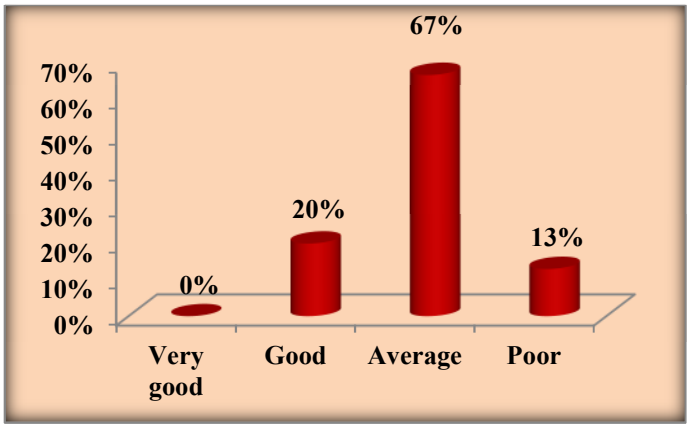
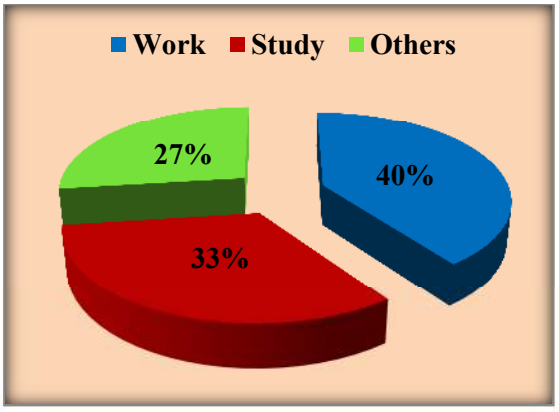


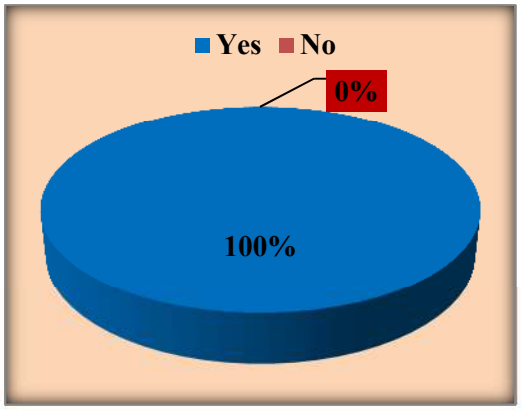
Figure2.1: Learners' Level in English.

As it is mentioned above, no one of the participants 0% considers his/her level to be very good in English. 20% represent three (03) participants state that their level is good, whereas ten (10) participants represent a numerical majority 67% state that their level is average. In contrast with the minority with just two (02) participants who represent 13% state that their level is poor.

Moreover, the third and the fourth questions are open and close questions, in which the third question is a mixed question between close and open question; it aims to know the purpose behind joining ESP courses. Then the fourth question is a close question, it aims to know whether English is necessary for the learner in his field or not.



Pie Chart2.2: Learners' Purpose for Learning English.



Pie Chart2.3: Importance of English.

The two above pie charts show the results obtained from the third and fourth questions. The third question illustrates that six (06) participants represent 40% join ESP courses for the purpose of working. While five (05) participants represent 33% join it for the purpose of studying. Moreover, four (04) participants represent 27% select others, in which they mention that they will travel, visit or live in countries where English is needed to communicate with people, i.e. United Kingdom and United State of America. The whole population (15/15) represents 100%, answer with yes in the fourth question.

Additionally, the fifth question takes a form of multiple choice question, where learners are asked to select the appropriate one or the appropriate ones; they need for the aim of their need to learn English.

The need for learning English	Number Out of Fifteen	%
To be good writer.	03/15	20%
To be good speaker.	12/15	80%
To understand conversations.	10/15	67%
To be fluent in reading.	07/15	47%

Table2.4: Learners' Needs for Learning English.

Learners' answers to the fifth question show that the majority of learners need to learn English to develop their speaking skill and even to understand conversations.

Moreover, the sixth question attempts to ask learners about the skill they need more in their field.

Skills	Reading	Speaking	Listening	Writing	Total
Number	0	10	5	0	15
%	0%	67%	33%	0%	100%

Table2.5: The Learners Needed Skills.

As the table above shows, the vast majority of learners select speaking as a first skill needed.

In fact, the seventh question is a closed question, it investigates whether the ESP courses satisfy the learners need or not.

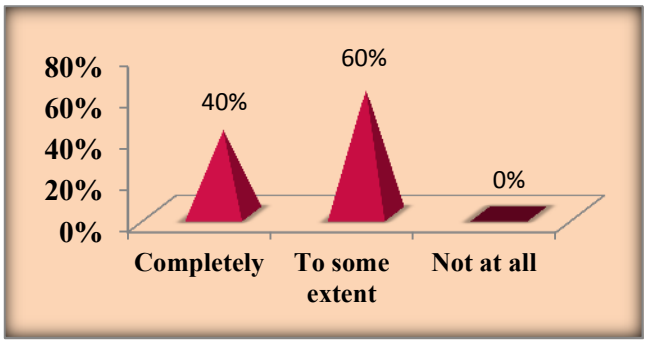
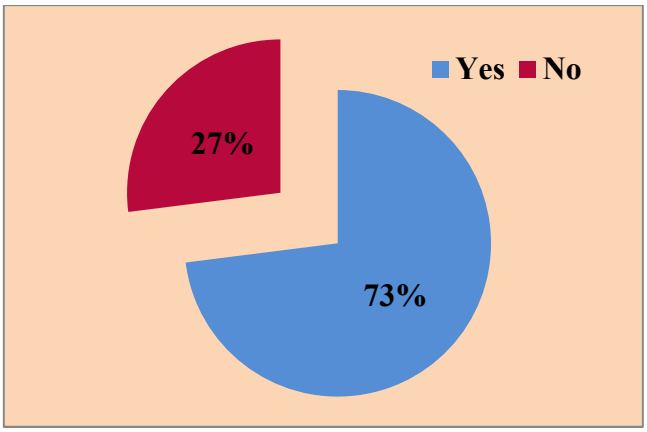


Figure2.2: Learners' Satisfaction for ESP Courses.

The results obtained from the seventh question as it is shown above, the numerical majority of participants declare that the ESP courses satisfy their needs to some extent.

In addition, learners are given in the eighth and ninth questions a close and open questions, they are asked whether speaking is difficult task for them or not in the eighth question, and in the ninth question they are asked to mention the main difficulties facing them when they speak.



Pie Chart2.4: Learners' difficulty in speaking skill.

The pie chart above represents the learners' answers to the eighth question; eleven (11) learners represent 73% from the whole population find speaking a difficult task. Moving to the ninth question learners' difficulties while speaking are as follows: lack of vocabulary, pronunciation, making errors while talking, and loss of ideas. Whereas, five (05) learners do not write anything.

Regarding the tenth (10) and eleventh (11) questions, are closed questions, the learners are asked whether their level enable them to speak or not in the tenth (10) question. While in the eleventh (11) question is asked about their frequency of speaking outside the classroom.

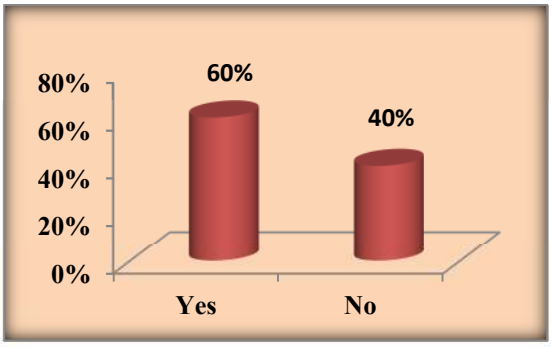


Figure2.3: Learners' Ability to Express Orally.

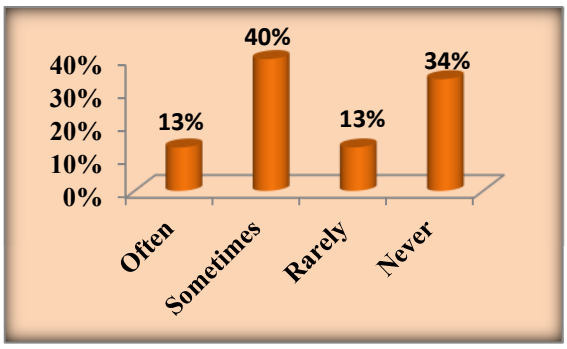
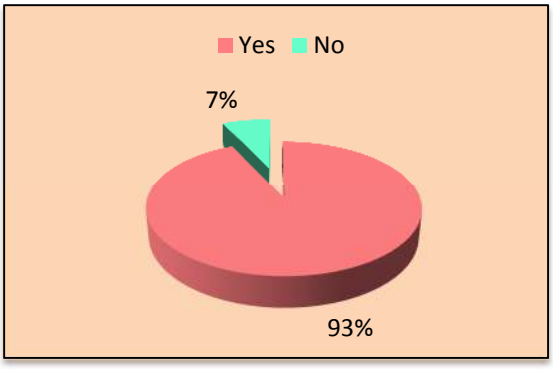


Figure2.4: Learners' Frequency for Using English Outside Classroom.

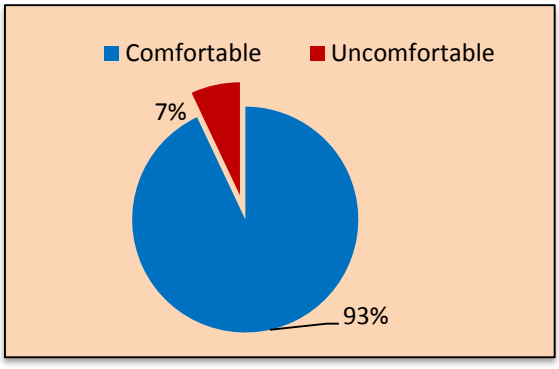
According to the results obtained from tenth (10) question, 60% represent nine (09) participants confirm that they can express orally, while 40% represent six (06) participants declare that they cannot express themselves orally. Moreover, in the

eleventh (11) question they are asked about the frequency of speaking outside classroom, 13% representing two (2) participants answer with often and rarely, while six (06) participants represent 40% from the whole population select sometimes, and 34% represent five (05) learners choose never.

Concerning the twelfth (12) and thirteenth (13) questions, they complete each other, in which the learners are asked whether their teacher encourages him/her to speak and their feeling when he/she speaks in front of his/her teacher and classmates.



Pie Charts2.5:Teachers'Encouragement for Learners to Speak.



Pie Chart2.6: Learners' Feeling when they Speak.

As it is presented in the pie charts above, the results obtained from the twelfth (12) and thirteenth (13) questions, the answers revealed by 14 participants 93% are positive about the encouragement of their teachers to speak; the same number feels comfortable when speaking. While just one (01) participant makes up the equivalence of 7% answers negatively, and one out of fifteen (1/15) feels uncomfortable when speaking in front of his teacher and classmates.

In addition, the learners are giving in the fourteen (14) and fifteen (15) questions closed questions; they are asked whether they can carry out a conversation fluently or not. And how can they evaluate their level in speaking after passing a period learning in El-IDRISSI private school.

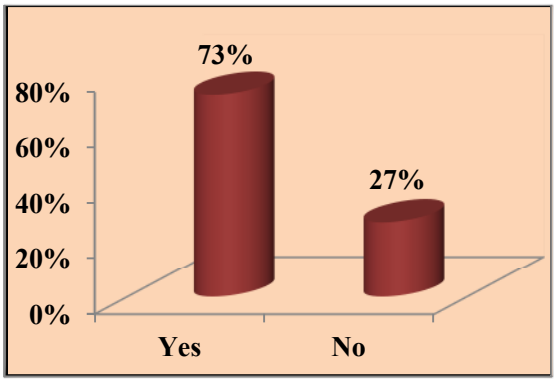


Figure2.5: Learners' Fluency in Carry out a Conversation.

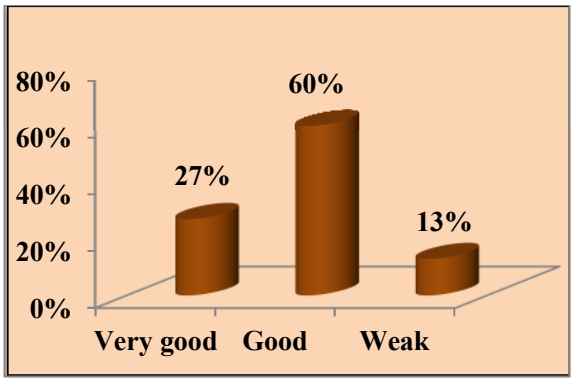


Figure2.6: Learners' Consideration for their Level in Speaking.

As it is shown above, results obtained from the fourteen (14) and fifteen (15) questions confirm that 73% represent eleven (11) participants are positive while just four(04) participants the equivalence of 27% answered negatively. Moreover, they are asked to consider their level in speaking, four (04) participants the equivalence of 27% answered with very good, nine (09) participants represent a numerical majority 60% answered with good, while just two (02) participants represent 13% answered with weak.

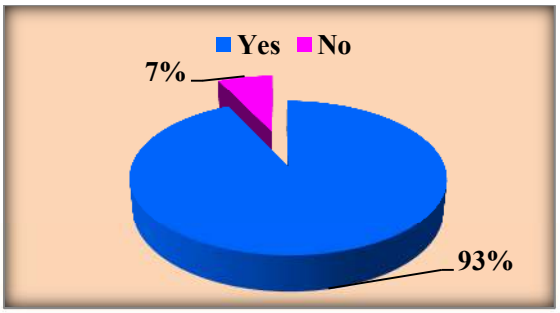
Regarding the sixteenth (16) question, it is a mixture between close and open question. It aims to know the agreement of learner with the teacher method for teaching speaking. Learners are asked to give suggestion if he/she is not agreeing.

Agreement	Agree	Somewhat agree	Not agree	Total
Number	06	09	00	15
%	20%	60%	0%	100%

Table2.6: Learners' agreement with teachers' method for teaching speaking.

Remarkably, the results concerning the sixteenth (16) question shows that the majority of learners are somewhat agree.

Concerning the Seventeenth (17) questions, it is a closed question aims to know whether the level of learners in English has been ameliorated or not.



Pie Chart2.7: Learners' amelioration

of level in English.

As the Pie chart above reveals, the majority of participants representing fourteen (14) the equivalence of 93% are positive, while just one participants the equivalence of 7% is answered negatively.

In the last question which is an open question, learners are asked to mention the strategies that he/she uses in order to develop his/her speaking skill. Learners include mainly as strategies; Oral communication are the most suitable strategies to be followed including both listening and speaking, watching shows, movies and films in English language, reading books, listen to English conversations, joining El-IDRISSI private school, whereas two (02) participants did not answer to the question.

2.4.1.2. The interpretation of the learners' questionnaire

On the light of learners' answers of the first part, both male and female learners are contributed in this questionnaire most of learners are males which claimed the fact that males are most interested in learning English language. In the other hand, the majority of learners are teenagers from the age of fifteen (15) to twenty-seven (27) and fewer are elderly. To conclude with the first part, the profession of learners differs and vary between student, engineer, teacher, worker in a company and director of school.

The second part was a sum of questions to see the needs, wants and the reasons that encounter behind joining ESP courses in El-IDRISSI private school. In

the first question all learners declare that are training for more than two months. In the second question learners indicate their level between good, average and poor before join El-IDRISSI private school. In the third question, learners mention the purpose behind joining ESP courses some of them for studying others to work and another group for other reasons that stand under the travel to an English speaking country. In the fourth question all participants assert the necessity of English in their domain. Moreover the results obtained from the fifth question about their need for learning English, the majority of learners declare their need to be good speakers and to understand conversations. Also in the sixth question learners declare their need for speaking and listening as needed skills. In the seventh question the majority of learners claimed ESP courses satisfy their needs to some extent. For the eighth and ninth questions for the majority indicate speaking as a difficult task especially lack of vocabulary and pronunciation. Moreover, the tenth, eleventh, twelfth, thirteenth and fourteenth questions, most of the learners confirm their ability to express orally while their frequency for using English is less in which they agree with the encouragement of their teacher to speak also the majority feel comfortable while speaking and answer positively about their fluency in carrying out a conversation. Besides all, the fifteenth and sixteenth questions demonstrate that the majority of learners consider their level in speaking after passing a period studying ESP as good agreeing and others somewhat agree with the teachers methods of teaching speaking. Concerning the seventeenth question, the vast majority of learners claim that their levels in English have been ameliorated. Moreover the answers obtained from the last question indicate (Oral communication, watching shows, movies and films in English language, reading books, and listening to English conversations) as strategies that the learners tackle in order to develop speaking skill.

2.4.2. The teachers' structured interview

A structured interview is one in which the interviewer has a list of questions prepared for the interview, it is a systematic conversation address to the interviewer to speak about their views and opinions. As it is explained by Kvale (1996:14) who defines it as:

....An Interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.

In this research paper, the teachers' structured interview was conducted with three (03) ESP teachers (see appendix 'B'). The teachers were interviewed individually in English. Each interview lasted 5 to 10 minutes. Moreover the interview was composed of three sections. The first section is composed of (09) questions about background information. The second section is composed of (10) questions which are either 'closed questions', 'open questions' or 'misleading questions' concerned the teachers' perspectives. While the third and the last section is composed of (03) 'opened questions' which are concerned with the teachers' roles and suggestions.

The teachers' structured interview is designed in order to get information about teachers' background, role and suggestions for the purpose of developing the speaking skill for ESP learners in the private schools. The results obtained from the teachers' structured interview are analyzed quantitatively and qualitatively then interpreted as a last step.

2.4.2.1. The Analysis of the Teachers' Structured Interview

In this study the quantitative and qualitative methods are used to analyse teachers' interview. The analysis covers twenty two (22) questions that are asked by the researcher orally submitted to three (03) teachers.

Section One: Background information.

In the first question the teachers were asked about their qualification. It aims to know the degree of those teachers.

Degree	Licence	Master	Doctorate	Total
Numbers	1	2	0	3
%	33%	67%	0%	100%

Table2.7: Teachers' Degree and Qualifications.

As the table above shows, 33% from the participants have licence degree, it represent one (01) teacher, while 67% from the participants have master degree it represent two (2) teachers.

In the second question, the teachers experience in teaching. It aims to know whether those teachers have an experience in teaching before joining El-IDRISSI private school.

Years	1to5	5to10	More than 10	Total
Numbers	1	0	2	3
%	33%	0%	67%	100%

Table2.8: Teachers' Experience in Teaching.

As it is presented in the table above, 33% one of three teachers (1/3) has been teaching English for (1to5 years). Moreover, the results indicate that 67% two teachers from three (2/3) have been teaching English for more than ten (10) years.

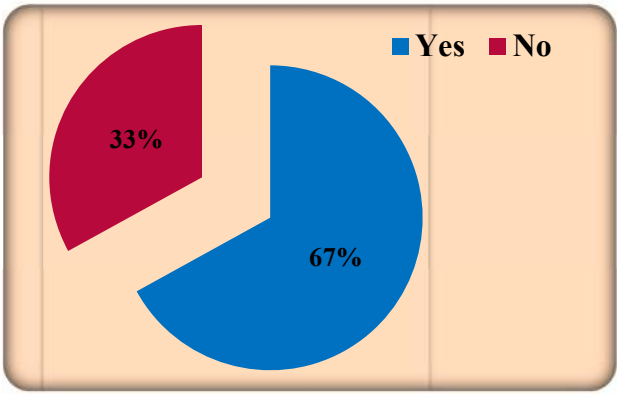
As far as, the third question is concerned with the level of experience in teaching. It aims to know in which level they have experience in teaching.

Level	Middle school	Secondary school	University	Total
Number	1	2	0	3
%	33%	67%	0%	100%

Table2.9: Teachers' Level of Experience in Teaching.

The majority of participants has experience in the secondary school.

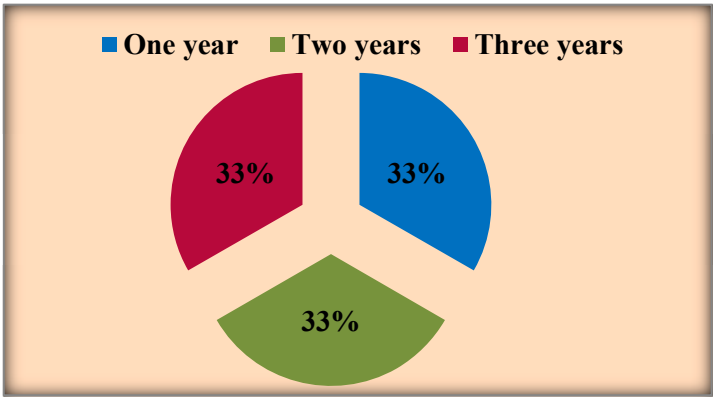
In the fourth question, the teachers are asked whether they pass with an ESP training courses or not. It aims to know if ESP training courses are necessary to teach ESP classes.



Pie Chart2.8: Teachers' ESP Training.

In the fourth question, two (02) of three (03) teachers we have interviewed who represent 67% said that they have passed with an ESP training courses while one (01) teacher of three (03) who represents 33% said that he did not pass with any ESP courses.

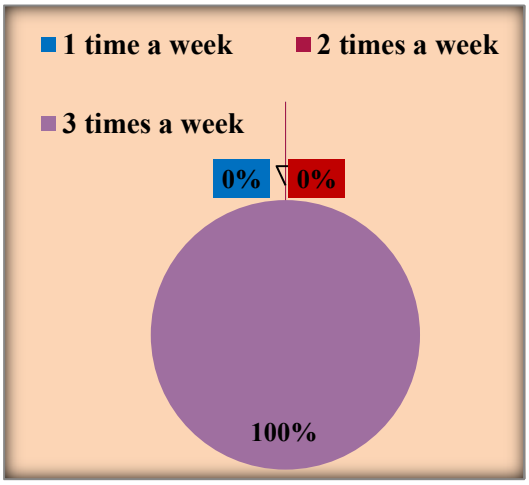
In the fifth question, the teachers were asked about the period of time they have been teaching in El-IDRISSI private school. It aims to know whether they will be able to know learners' needs and wants.



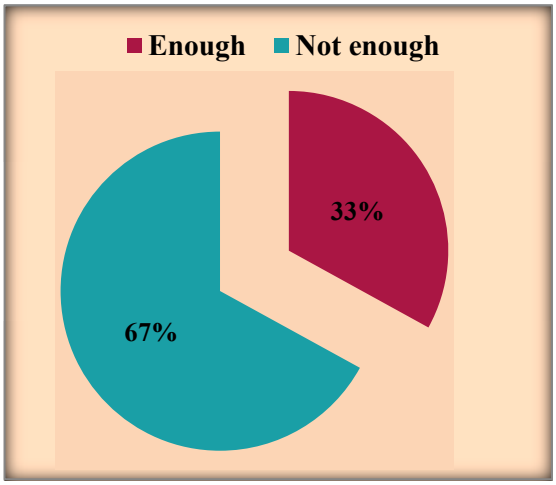
Pie Chart2.9: Years of Teaching in El-IDRISSI Private School.

As it is presented in the pie chart above, the same percentage for the three (03) given suggestions one of them has been teaching for one year, the other one for two years and the third one have been teaching for three years.

Concerning the sixth and the seventh questions, they are both closed questions. The sixth question aims to know the time allotted for teaching per week. In the seventh question, the teachers were asked whether the time allotted is enough or not.



Pie Chart2.10: Time Allowance for Teaching.



Pie Chart2.11: Teachers' satisfaction.

As it is obvious, the results obtained from the sixth question shows that all teachers, teach ESP courses in El- IDRISSI private school for 3 times a week. Then in the seventh question one for three (1/3) teachers, is satisfied about the time allotted, while two for three (2/3) teachers are not satisfied about the time allotted they see that it is not enough.

In the eighth question, the teachers were asked to classify the English language skills according to their importance for ESP learners. It aims to know the needed skills for ESP learners.

Skills	Reading	Speaking	Listening	Writing	Total
Numbers	00	02	01	00	03
%	0%	67%	33%	0%	100%

Table2.10: classification of English language skills according to their importance for ESP learners.

It can be deduced from the table above that almost all of teachers 67% consider that the speaking is the most important skill because those ESP learners need this skill more than any other one, while one teacher represent 33% who has an ESP training gives great importance to listening.

As far as the ninth question is concerned, it is composed of a close and an open question. It is arranged to know the means of teaching a language for ESP learners.

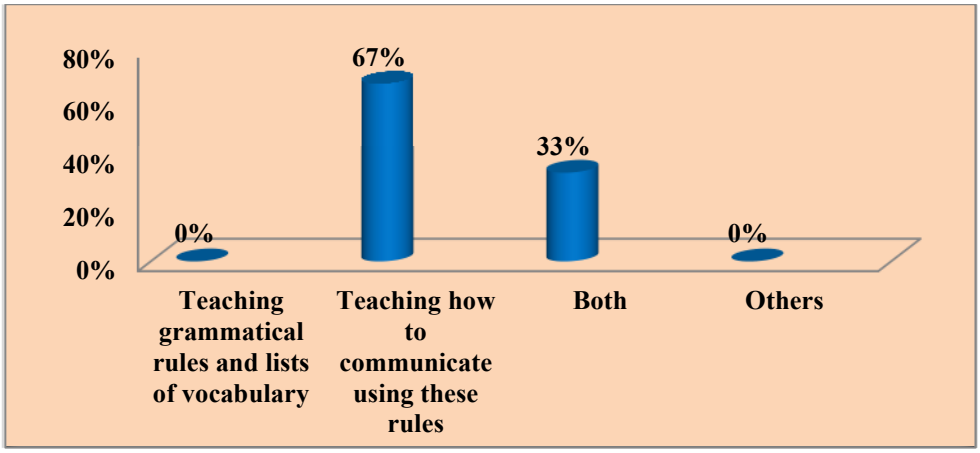


Figure2.7: Teachers' definition of language taught to ESP learners.

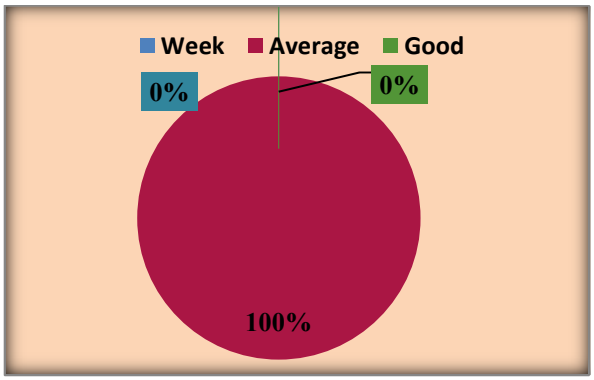
As it is presented in the figure above, two (02) of three (03) teachers believe that teaching a language for ESP learners means; teaching how to communicate using these rules, while one of three (1/3) answer with both.

Section Two: Teachers' perspectives.

Concerning the tenth question, teachers were asked about the number of learners in each group. It aims to know the approximate number of learners that join

this ESP classes. The three teachers stated that around twelve (12) to twenty (20) learner in each group.

In the eleventh questions, teachers were asked about the knowledge of their learners. It aims to know the learners' knowledge in English when entering El-IDRISSI private school.



Pie Chart2.12: Learners' Knowledge.

As it is seen in the pie chart that represents the teachers' answer in the eleventh question, the whole number of teachers (3/3) represents 100% said that learner when entering El-IDRISSI private school their level looks average.

Besides, the twelfth question contains multiple choices; sought to identify the learners' areas of weakness, it arranged to know the weakness of ESP learners in English aspects.

Aspects of English	Number out of three	%
Vocabulary	2/3	**67%**
Sentences structure	1/3	**33%**
Reading	0/3	**0%**
Grammar	1/3	**33%**
Writing	0/3	**0%**
Speaking and conversation skills	3/3	**100%**
English related to their fields	1/3	**33%**
Listening	3/3	**100%**
Reading	0/3	**0%**
Pronunciation	2/3	**67%**

Table2.11: Areas of learners' weakness.

The results obtained from the twelfth question are exposed in the table above. Learners' weakness is dominated by Speaking and conversation skills and listening chosen by (three out of three teachers) than vocabulary and pronunciation chosen by(two out of three teachers) while (one out of three teachers) mentioned sentence structure and English related to their fields.

The thirteenth question is concerned, of a close and an open question. It aims to know whether teachers use materials and techniques while teaching ESP learners and they were asked about the kind of materials they use.

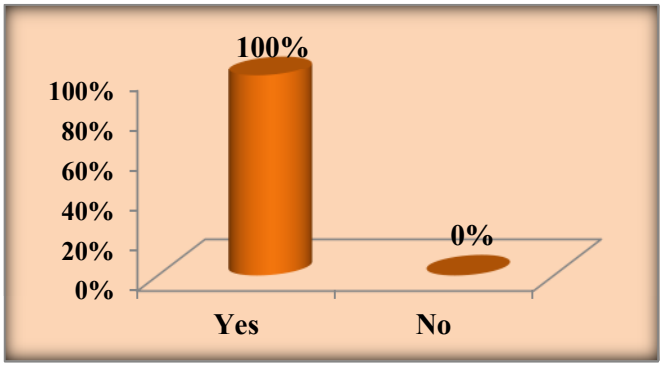
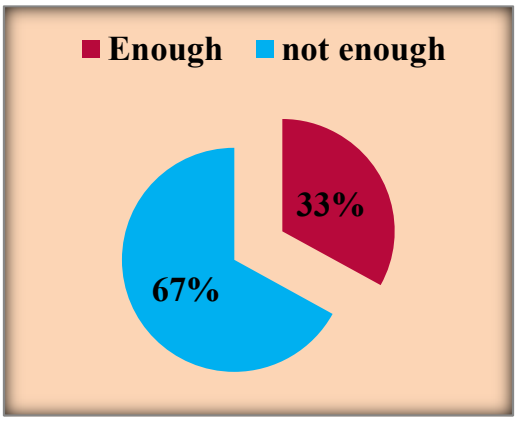


Figure2.8: Teachers' use of Materials.

The audio-visual techniques are very helpful in the case of ESP courses in order to facilitate the teachers' task. Unfortunately all teachers (3/3) answer positively. Then mention that they use the audio-visual techniques.

In addition, the fourteenth question is a mixture of close-open question where the teachers are given two choices and are asked to mention what they use in addition. This question aims to know whether the parts of the textbook are enough or not.



Pie Chart2.13: Teachers' Point of View about the parts of the textbook.

As it is shown in the figure above, only one teacher of three (1/3) said that the parts of the textbook are enough, while the two other teachers (2/3) said that the parts of the textbook are not enough. Those who said that it is not enough they mentioned their use of short videos and conversations to develop listening and speaking while communication and interaction are the most aimed skills in this school.

In the fifteenth question, teachers were asked to answer a closed question, about their use of translation into Arabic/French while teaching speaking to ESP learners.

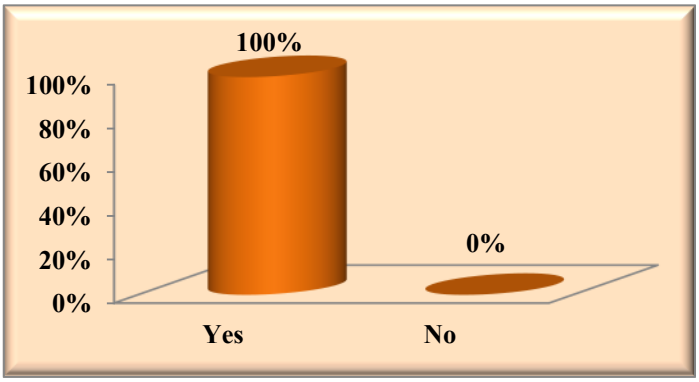


Figure2.9: The Use of Translation.

As it is presented in the figure above, all teachers (three out of three) represent 100% said yes. It can be said that the teachers believe that they are obliged to use translation in either of the two languages mentioned to facilitate the task for ESP learners.

Furthermore, both of the sixteenth and seventeenth questions are regarded as closed questions. In the sixteenth question, the teachers were asked whether they encourage their ESP learners to speak or not. Then, the following question that is numerated as the seventeenth question aims to know the evaluation of the teacher for their learners speaking frequency.

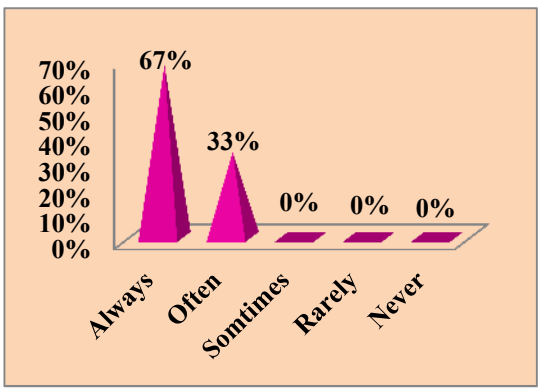


Figure2.10: Teachers' Frequency of Encouraging Learners to Speak.

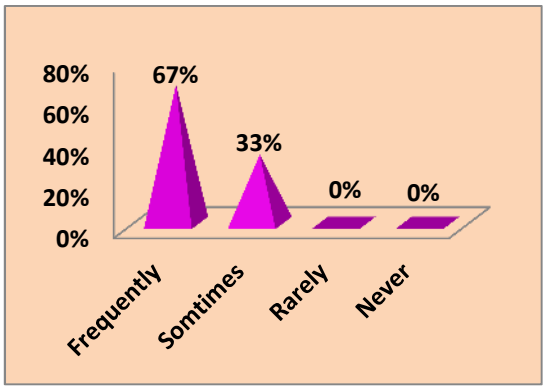


Figure2.11: The frequency of Learners Speaking.

The two figures above represent the results obtain from the sixteenth and the seventeenth questions respectively. Concerning the sixteenth question the majority of teachers declare that they always encourage their ESP learners to speak. Additionally the results obtained from the question number seventeen are clearly shown above. The teachers' answers varied between frequently 67% represent (2/3) teachers and sometimes 33% represent (1/3).

In fact, the two following questions concerned the eighteenth and the nineteenth questions are composed of a close and an open question. In the eighteenth question the teachers were asked whether their learners feel comfortable when speaking or not. Then in the nineteenth question they were asked about main problems facing their ESP learners when they speak.

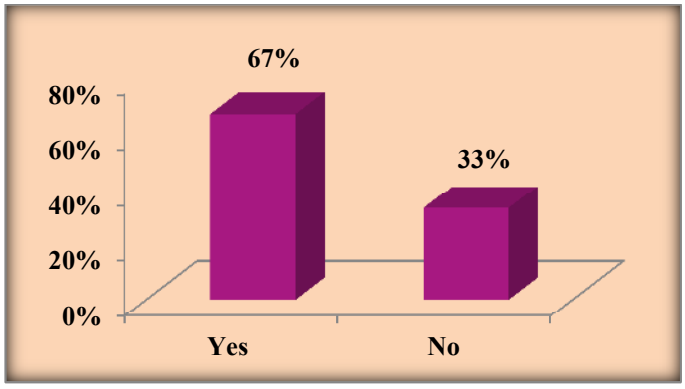


Figure2.12: Teachers' assumptions for the learners' feeling when speaking.

Basically, the diagram above explained the teachers' answers in the eighteenth question. 67% (two out of three) of the teachers mentioned that their learners feel comfortable when speaking while just one said that their learners feel uncomfortable. In the nineteenth question, the teachers include mainly; pronunciation, lack of vocabulary, shyness as problems facing their ESP learners when they speak.

Section Three: The teachers' role and suggestions.

In the twentieth and twenty-first questions which are open questions, the teachers were asked about their role for helping their students to develop their speaking skill,

and the exercises that they use. In the twentieth question all teachers affirmed that; the teacher should be a guider and helper for their ESP learners to get them involved in real situation. Moreover, in the twenty-first question according to the teachers that they participate in this interview the good exercises must be provided to ESP learners to enhance their speaking skill are conversations and dialogues. And one teacher adds grammar in use.

The last question which is referred to the twenty-second in the teachers' interview is open question where the teachers were asked to give any recommendation or suggestions for their learners to be good speakers. Teachers mainly include as suggestions; listening a lot to English dialogues and conversations, watch videos and movies, chat with native speakers.

2.4.2.2. The Interpretation of the Teachers' Structured Interview

In the light of teachers' answers which are obtained from the interview, the first section in the interview includes nine questions that are devoted to the background information. The first four questions are devoted to know the ability of teachers to train ESP learners and satisfy their needs. The questions seek to know the teachers' qualification, in which 67% have magister/master degree and 33% has licence degree whereas their experience in teaching varies from (1-5) years and (more then 10) years, and have experience in the secondary school for 67% while 33% has experienced in the middle school also whether they pass with an ESP training or not in which 67% have pass with ESP training whereas 33% have not pass with this training. In addition, the results obtained from the fifth to the seventh questions give an over view about the period of teaching in El-IDrissi private school and the time allotted per week, whether it is enough or not. In which the eighteenth and nineteenth questions obtains information about the skills needed and the means of teaching a language to ESP learners.

Remarkably, the results obtained from the tenth to the nineteenth questions representing the second section of the interview. It seeks to know Teachers'

perspectives about the approximate number of their ESP learners in each group in the tenth question. Whereas the level of knowledge and the aspects of weakness for their learners in the eleventh and twelfth questions. The results obtained from the thirteen and fourteenth questions show the importance of the materials and techniques in addition to the textbook to perform their learners better and to satisfy their needs. Concerning the fifteenth question the results indicate that 100% of teachers use translation whether to Arabic or French to put their learners in the appropriate situation. Additionally, the results obtained from the sixteenth to the eighteenth questions give an idea about the teachers' encouragement, frequency and feeling of learners while speaking.

As a last question in the second section, concerns the nineteenth question the results that are mentioned by the teachers the main problems facing ESP learners when they speak including; pronunciation, lack of vocabulary and shyness. Furthermore, the results obtained from the twentieth and twenty-first questions, referred to the third section shows the role of the teacher as guider and helper and provider of the suitable exercises including; dialogues and conversations to enhance speaking skill for ESP learners. Moreover, the last question shows the teacher suggestions for the ESP learners to be good speakers. Teachers put their interests on what can provide learners with better developments to their speaking skill.

2.5. The Textbook of El- IDRISSI Private School

The textbook is entitled ***"How to speak English quickly?, Lessons of conversations for both adults and children"***. It is based on the "Interchange program", the fourth edition published by the British council, the learners pass by twelve levels each level has its particular book divided into units, each unit consists of a variety of tasks and exercises to practice and provide learners with additional vocabulary, grammar, speaking, pronunciation, listening, writing and reading. At the end of each unit, there is an interchange activity to test what the learners get from the whole unit.

2.5.1. The Analysis of the Textbook of El-IDRISSI Private School

The textbook of second and third level used by the teacher in El-IDRISSI private school to teach ESP is entitled ***"How to speak English quickly?, Lessons of conversations for both adults and children",*** based on *Interchange Fourth Edition* with some modifications that is compatible with our traditions, it is an updated version of the world's most successful English series for young and adult learners. Thus, it focuses on teaching the learners how to be good speakers basing on the four skills, grammar and pronunciation. The textbook aims at making the learners to know how to use the English language aspects to become able to communicate with people. The textbook contains sixteen units dealing with the main theme recommended in the syllabus. Each unit contains two cycles each one turns around a specific topic. The units contain a variety of exercises that present and practice vocabulary, grammar, functions, speaking, pronunciation, listening, writing, and reading.

In the textbook, speaking is learned from oral and written passages, conversations and dialogues, the pictures and shapes that are included in the book help a lot in getting the thing and its name quickly also grammar rules that is done briefly helps the learner control the rules and use them when speaking or even writing. In this way, the learners grasp knowledge and information to improve their levels. Moreover, the study of words and sounds will make the learners gain a set of words and vocabulary. Finally, at the end of each unit there is a set of activities related to the given unit, it aims at pushing learners to work more. Therefore, the teacher through the syllabus of the textbook tries to meet the needs of the learners in order to prepare them to develop their speaking skill.

2.5.2. The Interpretation of the Textbook of El-IDRISSI Private School

In the light of the textbook analysis conclude that the textbook has an effective role while the guidance of the teacher helps learners to develop their speaking skill. Moreover, the learners benefit from all the parts of the textbook and the activities in gain a new vocabulary, grammar and speaking to achieve their specific needs for learning English in El-IDRISSI private school.

2.6. Suggestions and Recommendations

As might be expected, result from research in this study leads us to draw the following suggestions and recommendations:

- ESP teachers should reduce their speaking time to give more opportunities for ESP learners to practice more the language.
- ESP teachers should provide more opportunities for ESP learners to communicate in real situation.
- Teachers have to vary the learners' speaking activities that develop their communicative abilities such as; discussion, debates and some games.
- Learners should practice more the language outside and inside the classroom.
- Learners should not be shy and afraid about making mistakes while speaking.

2.7. Conclusion

In fact, this chapter shows a practical determination to the research work, it was relied with the theoretical part. The results obtained through research instruments and the textbook indicate the effective role of the private schools in developing the speaking skill for ESP learners. From another side learners can learn from additional strategies to develop their knowledge and become fluent and competent user of the English language.

General Conclusion

The current study aims to identify the role of the private schools in developing the speaking skill among second and third level for ESP learners who are studying English for Specific Purposes at El-Idrissi private school in Mecheria. Moreover, it investigates the needs of learners for speaking in specific situations and the difficulties while speaking English.

The present work has revealed the importance of speaking skill for the learners' field and achieves to improve it by the help of ESP teacher. In fact the first chapter which represents the theoretical part has been confirmed within the second chapter which is considered as a practical part, for this investigation. Moreover, the main findings which are obtained from the sources confirm that the private schools or in another words the ESP courses considered as positive variable to succeed in improving language skills especially speaking skill. As well as, the main results obtained from the research instrument in this work have shown the positive impact of the ESP courses in the private schools in developing the learners' speaking skill.

Furthermore, both of learners' questionnaire and teachers structured interview which are opted in this research, confirm what is hypothesized previously. Since, the results obtained translate that the identification of learners' needs, lacks and wants helps in selecting the appropriate strategies for teaching speaking.

Hence, this work has argued that the development of the speaking skill depends on the learner himself and the teacher strategies and methods which can improve the ESP learners' speaking. And this may be open the door for another researcher for another investigation in the future. Thus, the study of the speaking skill in ESP context provide both learners and teachers with clear idea for the process of learning English for specific purposes and the way can improve their speaking skills.

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Unpublished thesis

Rym Ghosn El-Bel CHELBI; Motivating Students to Perform Better Orally in a Communicative Language Teaching Frame Work(The case of second year LMD students of English at Constantine University);Dissertation submitted in partial fulfillment of the requirements for the Master of Arts Degree in Language Sciences; University of Constantine,2010.

Appendices

Appendix (A)

Dear Learners;

This questionnaire has been designed for an academic research on "Developing the Speaking Skill" as far as ESP learners in the private school EL-Idrissi are concerned. In order to gather data for our research, you are kindly requested to fill in this questionnaire. Your answers will be analysed and discussed, as such, we will highly appreciate if you answer the questions frankly.

Please, put a tick (✓) in the appropriate box and answer whenever it is necessary. Thanks in advance.

P.S. Some questions may have more than one answer.

Part One:

Gender: male ◯ Female ◯

Age:

Profession:

Part Two: The identification of learners' level, lacks and needs.

1. How long have you been training for ESP courses in "EL-Idrissi" private school?

One month ◯ Two months ◯ Three months ◯

Four months ◯ Five months ◯ six months ◯

2. How do you consider your level in English before joining EL-Idrissi private school?

Very good ◯ Good ◯ Average ◯ Poor ◯

3. Did you join ESP courses for the purpose of? ;

Work ◯ Study ◯ Others ◯

If others, specify.....
.....

4. Do you think that English language is necessary in your field?

Yes ◯ No ◯

5. Why do you need to learn English ?

- To be good writer.
- To develop your Speaking Skill.
- To understand conversations.
- To be fluent in reading books, magazines, and journals.

6. Classify in decreasing order the skills that you need in your domain? (From 1 to 4)

Reading ◯ Speaking ◯ Listening ◯ Writing ◯

7. To what extent do the ESP courses satisfy your needs?

Completely ◯ To some extent ◯ not at all ◯

8. Is speaking a difficult task for you?

Yes ◯ No ◯

9. What are the main difficulties facing you in the speaking skill?

.....

10. Does your level enable you to express yourself orally?

Yes ◯ No ◯

11. How often do you talk in English outside the classroom?

Often ◯ Sometimes ◯ Rarely ◯ Never ◯

12. Does your ESP teacher encourage you to speak?

Yes ◯ No ◯

13. How do you feel when you speak in front of your ESP teacher and classmates?. Comfortable ◯ Uncomfortable ◯

14. Do you think that you can carry out a conversation fluently?

Yes ◯ No ◯

15. How do you consider your level in speaking after passing a period of time studying ESP courses?.

Very good ◯ Good ◯ Weak ◯

16. Do you agree with your teacher methods of teaching speaking skill?

Agree ◯ Somewhat agree ◯ Not agree ◯

If not, what do you suggest instead? .....
.....

17. Do you see that your level in English has been ameliorated?

Yes ◯ No ◯

18. What are the strategies that you tackle in order to develop your level in speaking?

.....
.....

THANK YOU!

Appendix (B)

Dear teachers;

We would be very grateful if you accept answering the following questions. Your answers will help us in a study about "The Role of the Private Schools in Developing the Speaking Skill for ESP Learners". As you are among the people who are directly involved in influence the process of ESP teaching and learning your opinion is highly appreciated. Thank you in advance. We inform you that your answers will absolutely remain confidential.

section One: Background information.

1. Degree: Licence ◯ Master ◯ Doctorate ◯

2. Experience in teaching: 1 to 5 years ◯ 5 to 10years ◯
More than 10 years ◯

3. What level: Middle School ◯ Secondary School ◯
University ◯

4. Did you have any ESP training courses?. Yes ◯ No ◯

5. How long have you been teaching in "EL-Idrissi" private school?.
One year ◯ two years ◯ three years ◯

6. What is the period of time allotted to teach ESP per week in "El-Idrissi" private school?.
2 times a week ◯ 3times a week ◯ 4times a week ◯

7. Do you think the time allotted for teaching is?.
Enough ◯ Not enough ◯

8. How would you classify the following skills according to their importance for ESP?.

Reading ◯ Speaking ◯ Listening ◯ Writing ◯

9. According to you, teaching a language for ESP learners means:

- Teaching grammatical rules and lists of vocabulary
- Teaching how to communicate using these rules
- Both
- Others

If others are chosen, explain.....

Section Two: Teachers' perspectives.

10. What is approximately the number of learners in each group?.

.....

11. How much English do the majority of your learners know when entering "EL-Idrissi" private school?. Weak ◯ Average ◯ Good ◯

12. In which aspects of English do you think your ESP learners are usually weak?. (multiple choices are allowed)

Vocabulary ◯ Sentences Structure ◯ Reading ◯ Grammar ◯

Writing ◯ Speaking and conversation skills ◯ English related to

their fields ◯ Listening ◯ Reading ◯ Pronunciation ◯

13. Do you use any materials/techniques for teaching your ESP learners?. Yes ◯ No ◯

If yes, Specify?.....

14. How do you evaluate the parts of the textbook devoted to teaching the ESP learners speaking skill?. Enough ◯ not enough ◯

If not enough, please state the other resources that you use in addition to the textbook to satisfy the needs of your learners.....

15. Do you use Arabic and/or French when teaching speaking to ESP learners?. Yes ◯ No ◯

16. Do you encourage your ESP learners to speak?.

Always ◯ Often ◯ Sometimes ◯ Rarely ◯ Never ◯

17. How often do your learners speak?.

Frequently ◯ Sometimes ◯ Rarely ◯ Never ◯

18. Do your learners feel comfortable when speaking?.

Yes ◯ No ◯

19. What are the main problems facing you with ESP learners when they speak?.....

Section Three: The teachers' role and suggestions.

20. What is the role of ESP teacher to help their learners to develop their speaking skill?.....

21. For you, what are the good exercises to be used to develop speaking skill?.....

22. Do you have any recommendations or suggestions for your ESP learners to be good speakers?. If yes, what are.....

THANK YOU!