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The Integration of New Technologies in the ESP Classroom: "Promoting Students Motivation"

Case Study Second Year Student of computer science at Ahmed Salhi University centre at Naama

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

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Dedication

I would like to dedicate this modest work to my grandparents Allah bless their souls, to my mother who has shown a great understanding in the hard times,

Particular dedication to my best friend Aghamir Sara.

Finally sign of gratitude to all the people who loved and helped me

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Abstract

The Designing and implementation of the digital technology in the teaching and learning process is one of the most demanding tasks in the 21st century, The present study investigates the integration of new technology in ESP course of second year student for Computer Science as a case study during the academic year 2018-2019 at Naama University Centre Salhi Ahmed . It aims at gauging the extent to which the implementation of ICT tools and applications in Computing English creates a thorough learning atmosphere that meets learners' needs and cope with their lacks and wants, thus the researcher has designed two research instruments including structured classroom observation in addition to a questionnaire submitted to students in order to obtain both quantitative and qualitative data. in facts twenty six (26) second year LMD students at the level of computer science department at Ahmed Salhi university of Naama were chosen randomly from the wider population as a representative sample as a representative sample the research obtained data reveal that the teacher do not integrate any new technological materials in the ESP course which have a negative influence on the students 'motivation and interest in the subject matter .

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List of abbreviations and Acronyms

CALL: Computer Assisted Language Learning

CDCM Curriculum Development Centre of Malaysia CDCM

CS: Computer Science

EAP: English for Academic Purposes

EBE English for business and economics

EFL: English as a Foreign Language

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS English for social science)

EST: English for Science and Technology

GE: General English

ICT: Information and Communication Technology

Info: Informatique

IT: Information Technology

LMD: Licence, Master, Doctorat

M :Mathematics

General introduction

The recent world-wide increasing tendency towards learning English for specific purposes (ESP) as a chief communication medium in academic and occupational settings has created a new teaching practice that is purposefully intended to match the learning needs to their ends.

ESP puts focus on preparing students (future specialists) to communicate effectively in the future work environment they will enter. Therefore, teaching/learning ESP is specialty-oriented which means it refers to the specific needs of students (Hutchinson and Waters, 1987) who learn a foreign language for use in their professional fields.

Nowadays, in the era of information technology, ESP course designers are looking forward to come up with innovative, inventive and effective solutions to the problems of learners as well as teachers. To help learners engage effectively in the course and produce better outcomes, ESP instruction supports using authentic materials including technology-based ones. Taking the fact that the pace of change brought about by new technologies, especially the internet has significantly impacted on the overall teaching-learning environment, the use of easy world-wide web communication tools in ESP courses overcomes barriers of space and time and opens new possibilities for better learning atmosphere that leads to better learning achievement.

This research aims to shed light on the use of the new technological materials that teachers can employ to make students interested in learning English language and help raise their motivation and autonomy.

To reach the research aims, the research questions are the following:

1. To what extent can the new technological materials language teaching address the different ESP educational challenges to create an effective course that meets learners' needs and improves their language proficiency?

2.To what extent can the use of the appropriate technological materials develop students' motivation, interest and autonomy?

Thus, the suggested hypotheses by the researcher for the sub- research questions are the following :

(1) if ESP teachers use new technology tasks and activities related in content to particular computing themes, they will meet the needs of students and help them perform better in their achievement tests. Moreover, ICT tools teaching helps the

ESP teachers to get access to the authentic teaching resources needed to meet the purposes of learning and break the barriers that exist in traditional classrooms.

(2) The integration of new technologies in ESP classrooms cannot only improve students' language learning but also helps to evolve students' interest and raise their motivation and make them control their own learning.

The researcher mainly used two research instruments :to collect data. The study sample consists of 26 from the second year LMD learners and one teacher of Naama University Centre teachers, in order to confirm the research hypotheses.

This research paper is divided into two chapters: the first chapter contains the literature review which includes: defining what is meant by English for specific purposes and its branches ,characteristics and classifications focusing EST learners' needs and motivation, moving to the integration of new technologies in the ESP classroom, tackling the different technologies used in the ESP classroom .

The second chapter deals with the objectives of this research and then giving information about the participants, in addition to describing the research instruments, which have been used by the researcher to gather the analyzed data, build upon the outcomes from the case study.

1.1. Introduction

This chapter reviews the works that were carried out for English for Specific Purposes (ESP) by gathering definitions, analyses and comments of major linguists and scholars who brought a great change to the field. The literature review will mainly focus on works that develop approaches with regard to ESP teaching and learning. Then it will briefly introduce the new technologies integrated in ESP courses in addition to two seemingly important topics in ESP teaching /learning mainly learner's needs and motivation, where it is claimed that these can be strengthened by the use of new technologies.

1.2 ESP Definition

ESP is an approach to language teaching whose main objective is to provide learners with the knowledge of the English they need in their field of study.

Many definitions of ESP were put forward by many linguists for example Hutchinson and waters (1987:19) suggested a broader definition of ESP as " **an approach to language teaching in which all the decisions as to content and method are based on the learner' reason for learning**" According to Hutchinson and waters (1987) ESP is language learning, they emphasize that ESP does not include particular content or methodology but the learner's reason for learning which can be either for study purposes or for work purposes.

Mackey and Mountford (1987:2) write: "**ESP is generally used to refer the teaching of English for a clearly utilitarian purposes** " in the same vein Robinson(1991:2) states : **"Student study English not because they are interested in the English language or English culture as such but because they need English for study or work purposes"**

This means that the primary focus of ESP is to help students cope with the different language features needed in their specific disciplines. Robinson (1980) provides a rather similar definition of ESP by saying: "…an ESP course is purposeful and is aimed at the successful performance of occupational or academic roles." In

other words, Robinson , too , associates ESP learners with purposes that can be occupational or academic .

However, in their criticism of Strevens' (1988) work Dudley-Evans and St John found some confusion, and correct it, suggesting that 'all ESP teaching should reflect the methodology of the discipline and profession it serves' (Dudley-Evans and St John 1998. pp 4-5). Their definition then, gathers and clarifies all the previous definitions' principles, giving an extended definition of ESP in terms of 'absolute' and 'variable' characteristics:

1.3. Characteristics of ESP

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. Johns" tried (1998) to apply a series of characteristics,

a/ 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 (grammar, lexis, register), skills, discourse and genre appropriate to these activities.

b/ 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. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.(Dudley-Evans & St. John, 1998:4)

It is obvious that the absolute characteristics are specific to ESP because learners' needs are of central importance when designing language activities. Concerning the variable features, ESP courses can be designed for a specific group using definite teaching methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP. For that reason ESP should be seen simply as an 'approach' to teaching, or what Dudley-Evans and St. John illustrate as an 'attitude of mind'. Similarly, Hutchinson and waters‟ (1987:19) stated that,**"ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".**

To answer the question of what ESP is, Hutchinson and Waters (1987) establish a context in form of a tree in which they call 'the exact status of ESP and its satellite settlements in relation to the world of ELT' (Hutchinson and Waters, 1987. 16). The figure below illustrates clearly the characteristics of ESP that serve the learners' needs through its main branches: English for academic study (EAP: English for Academic Purposes) or for work (EOP/EVP/VESL: English for Occupational purposes/ English for Vocational purposes/ Vocational English as a Second Language).

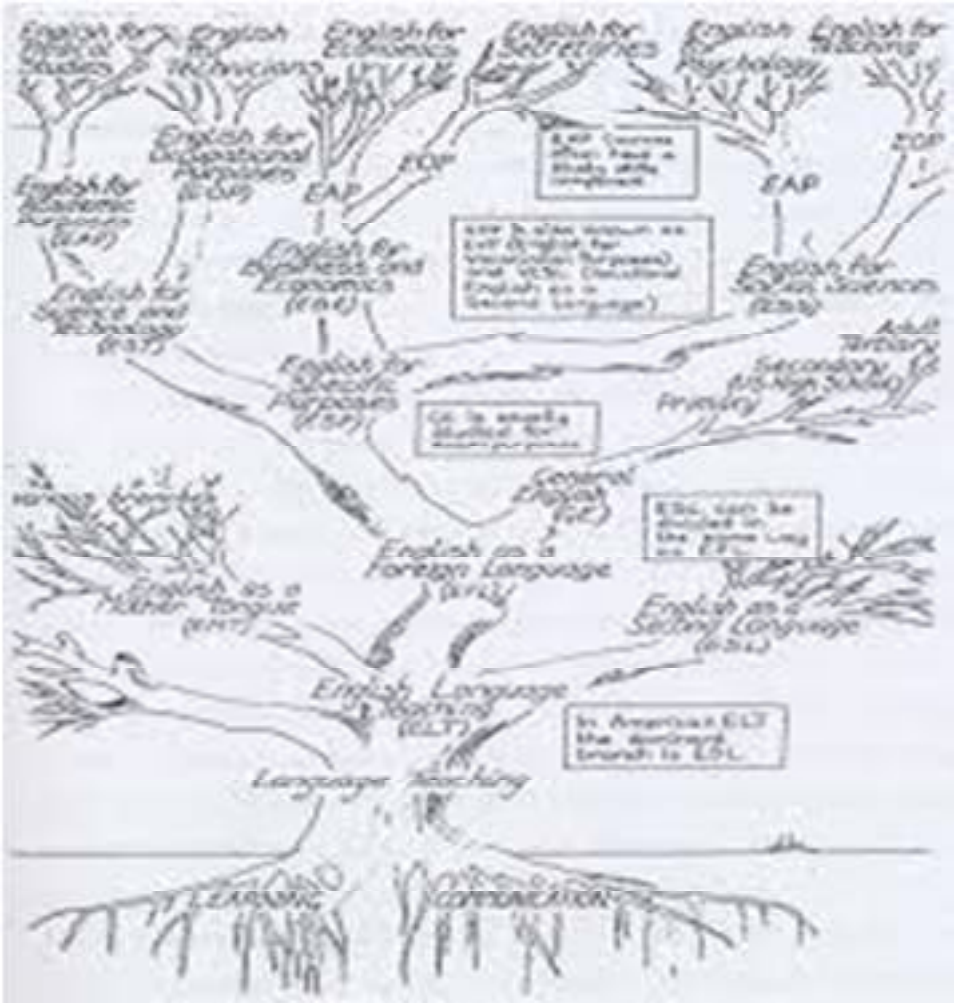


Figure 1.1 the Tree of ELT (Hutchinson and Waters 1987. p 17)

The above figure divides ESP into three main types EST EBE ESS .EST is acknowledged to be the area which helped in the development of the ESP field because of the scientists and technologists around the world who were willing to exchange their experiments and expand their area of inventions.

1.4. Branches of ESP

There have been several major shifts in the development of ESP both in theory and practice. Despite of their differences all the stages focus on the linguistic aspect of ESP ; the development of ESP has led to its subdivision into subsections according to the tree of ELT (Hutchinson & Water 1987) it has become common to make a distinction between three categories based on the general nature of the learner's specialism defined here: EST(English for science and technology), EBE (English for business and economics), ESS(English for social science) ; these branches can be divided into two main types of ESP English for academic purposes EAP and English occupational purposes EOP .

Dudley-Evans and St John say that 'ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)'. ESP Classifications by Professional Area. (Dudley-Evans and St John 1998. pp 5-6).

1.4.1. English For Academic Purposes

English for academic purposes (EAP) dealing with the use of English in study setting and within the formal educational system where the main goal of language learning is the ability to cope with the learner's chosen academic specialism; Robinson (1980) posits :"**English for academicpurposes or study skills , ie. How to study through the medium of English regardless of subject matter or of the studies** " English in this context is used as medium of study and not as subject matter.

1.4.2 English For Occupational Purposes

EOP is taught in situation in which learners need English has part of their work. the teaching of English for occupational purposes meets the need of learners who need English to fulfill their professional duties .the teaching of English in such situation is occupationally oriented as supported by Kennedy and Bolitho (1984) "**EOP is taught in a situation in which learners need to use English as part of their work or profession** ". Thus EOP applies more to every day needs of working people.To

illustrate this point, we may say that a businessman will need English to specialize in commercial language

1.5. English For Science and Technology

Applied linguists acknowledge the important role of EST in the development of ESP field for example Hutchinson and Waters (1987:9) state :" **one area of activity has been particularly important in the development of ESP : this is the area usually known as EST "**

EST is in effect a branch of ESP dealing with scientific topics it grew out of the demand of scientist and technologists who were and still are in need of learning English for number of purposes all of them are related to their field of specialism .

English for Science and Technology (EST) emerged within ESP, Kennedy and Bolitho (1990, as cited in Jonė&Audron, p. 2001) states:

> Much of the demand for ESP has come from scientists and technologists who need to learn English for a number of purposes connected with their specializations. It is natural; therefore, that English for Science and Technology (EST) should be an important aspect of ESP programes.

One of the main roles of EST is to enable students of science and technology to use English adequately and more effectively in the target situation by developing the required competences. In this matter, Jameel (2009, p.2) states: "The role of English in EST scenario; professionally in engineering college is not only to impart linguistic skills to the engineering students but also many soft skills that are really required in their professional careers.". Thus, EST is an approach to language learning/teaching in which learners‟ motives and needs to learning the language is the basic criterion of content selection.

This research is concerned with English in Computer Science for Scientific Purposes which is considered as a branch of EST. Thus, learners have to be informed with all the new investigations in this area which are provided inthe English language.

1.5.1.EST Learners 'Needs

English for Science and Technology (EST) was emerged within ESP Kennedy and Bolitho (1990) state that in general, EST as a subject in school provides students with the language skills to access and understand materials on science and technology, and to express ideas and concepts in English. Much of the demand for ESP has come from scientists and technologists who need to learn English for a number of purposes concerning their specialism. It is accepted; for that reason, EST should be an important aspect of ESP programs.

In the resource book of EST (2006), Curriculum Development Centre of Malaysia (CDCM) writes that EST aims to „teach the different ways of accessing and using information to advance knowledge in various fields and it enables students to present information on science and technology at an appropriate level in both written and spoken forms, to think critically, and give points of view on issues pertaining to science and technology" (p.III).

Furthermore, CDCM lists the learning Skills which students require in EST course:

- „Acquiring terminology and expressions in science and identifying relevant facts
- Comparing, contrasting, interpreting and analyzing information and drawing conclusions
- Understanding stages in scientific methods
- Reading different text types in science and technology from both print and electronic sources
- Listening to spoken texts such as talks, lectures and viewing TV documentaries and multimedia resources"(p. XI)

1.5.2. EST Learner' Motivation

Motivation is one of the crucial factors that influences the success of language learning ,it plays an indispensable role in learners achievement .Thus, Hutchinson and Waters (1987: 8) asserts that "Learners were seen to have different needs and interests,

which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning."Thus, in ESP context, learners show a great interest to learning, since they are aware of their needs.

Lots of researchers began to believe that motivation is one of the major aspects in second language learning accomplishment, and students with higher motivation usually reach a higher level of proficiency and better grades. (Oxford, 1996; and Oxford and Shearin, 1994).

Strevens (1988), an ESP specialist, presents four implications for higher motivation in ESP courses:

- Being focused on the learners' 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

1.6. The Integration of Technology in ESP Classroom

Before dealing with the application of ICT in ESP teaching/learning and the problems that surround it, it is worth highlighting the specificity that characterizes teaching in ESP. This specificity resides mainly in the learners' needs: an ESP teacher is often asked this kind of question during his first contact with the learners: how can I learn an appropriate English in short period ? Indeed, ESP learners want to master the language for other purposes than that of learning the language itself. Learning period is then as important as the teaching/learning quality. ESP learners need to be exposed to the language through real situations such as listening to the native speakers, but also they need to use this language in writing and in face-to-face interactions. In addition, time issue is an important aspect to be considered in ESP teaching/learning.

The use of ICTs in EFL in general, and in ESP in particular has become crucial, mainly with today's students who are seen as 'digital natives' and have already

adopted the virtual world in their everyday tasks, and who have recognized ICTs as a learning facilitator that help in reaching the so far mentioned needs. ESP teachers need then to bridge the gap by updating their teaching methods and tools according to the perpetual growth of ICTs.

1.6.1.Technologies for ESP

New technologies are successfully used in ESP courses all over the world in addition to the traditional methods, ESP classroom witnessed the introduction of interactive white board, internet, smart phones and other ICTs tools. The researcher aims at examining some extensively used technologies by ESP teachers/learners around the world .

1.6.1.1.Internet

The revolutionary growth in ICT has brought various alternatives to the ways a foreign language is learned. Learners are no more constrained to settle in the country where the target language is spoken (Warschauer, 2006) and where h/she may not find adequate opportunities to please his/her language needs. With the worldwide use of ICT and internet, ESP learners in particular are more autonomous in monitoring their language learning, as they can find different language materials, tools and can communicate directly with professionals in their fields. Many ESP teachers as well use the internet to prepare and to find authentic materials for their courses, or to communicate with their students. Internet for other teachers is a way to improve their skills and share ideas by connecting with colleagues in a ‘virtal staffroom’:

The internet represents for ESP teachers a source for authentic materials, tools provider and a way to bring up to date their teaching methods and techniques. It also allows the learners to be more autonomous and help them to meet their self-study purposes

1.6.1.2. Mobile Learning

An ESP learner might need the language at the same time h/she is working, or while traveling and for that they can use their smart phones or tablet PCs to check a

vocabulary or grammatical rule, to reply to an e-mail or to listen to a learning podcast. 'the more interesting uses of mobile technology (for ESP student) will be … 1) for simulations of real work situations and 2) for accessing learning material, podcasts, and internet resources, wherever students happen to be and whenever they want' (Kern 2013. p 109). In classrooms, mobile technologies can cause disturbance if they are not integrated properly into the course, so students need to understand the purpose to their use in a course and see their value.

1.6.1.3. Social Network

One of the latest definitions of social media is given by Jones (2017) as being 'a category of online media where people are talking, participating, sharing, networking, and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties'. To explain the principle of social media

In ESP learning, Social media can be beneficial since it is an open space for exchange 'Social media has been hailed as delivering the promise of new, socially engaged educational experiences for students in undergraduate, self-directed, and other educational sectors' (Madhu Gupta and Kiran Rani 2013. p 174). ESP learners can, for example, find as many native speakers as they want and learn with them English in any specific context they want. Nevertheless, just like social media can be utilised as a serious pedagogical tool, it may also represent an obstacle to learning by acting as a source of diversion and distraction.

Yet, some positive aspects to the social media can be found. According to Madhu Gupta and Kiran Rani (2013 p. 178), the advantages below are distinguished:

- Use of social media improves the ability to assess, analyse, retain and share information of the users.

- It provides an effective platform for developing the power of reasoning and expression by engaging them in conversations, discussions and heated debates

done on discussion forums, or as comments posted under a nugget of learning content such as YouTube video or Slide share presentation.

- It facilitates teachers and students to take initiative and explore co-creation and collaborative learning opportunities across geographies, as the overhead cost of online collaboration is so low.

1.6.1.4.Skype/online Conferencing Tools

Skype is one of the widely used (because it provides good quality, through highly efficient compression, and is free) online voice-over internet protocol (VOIP) service. Created in 2003 by Janus Friis and NiklasZennstrom, this VOIP service allows users to make telephone or video calls, but also, file transfer and videoconferencing. Thanks to the new version, users are as well able to do screen sharing i.e. teachers or students can show their computer documents (word, PowerPoint…etc), website pages or anything displayed on their screens to explain to the participants they are online with.

Skype has also broken down distance barriers and made it possible for teachers to invite speakers to their classrooms for a videoconferencing. The guests can be native speakers of English teachers, or professionals from the students' specific field. Thus, the students are directly exposed to the language or to the real life situation.

1.7.ESP in the Algerian Universities

English is recognized as a vital tool in rapidly changing world, it gives the learner access to information which is not available in his native country or to update his knowledge of specialization.

Algeria like any other developing country is encouraging scientific research because of the dominance of English in the world, Algeria is devoting much effort and money to promote international communication through a variety of ESP/EST courses and to keep in touch with more advanced English speaking countries like Britain and the USA .

ESP courses are offered in different department in order to respond to learners' envolving needs and enable them to undertake research and investigation, the present

research is targeting ESP teaching situation more precisely that of second year students of computer science in Ahmed Salhi University Center of Naama .

1.7.1. English in the department of computer science

The LMD system in the department of mathematics and computer science is one year common core, and then second year for speciality and after the licence degree each of these branches will be divided into other specialties as distributed in the diagram below :

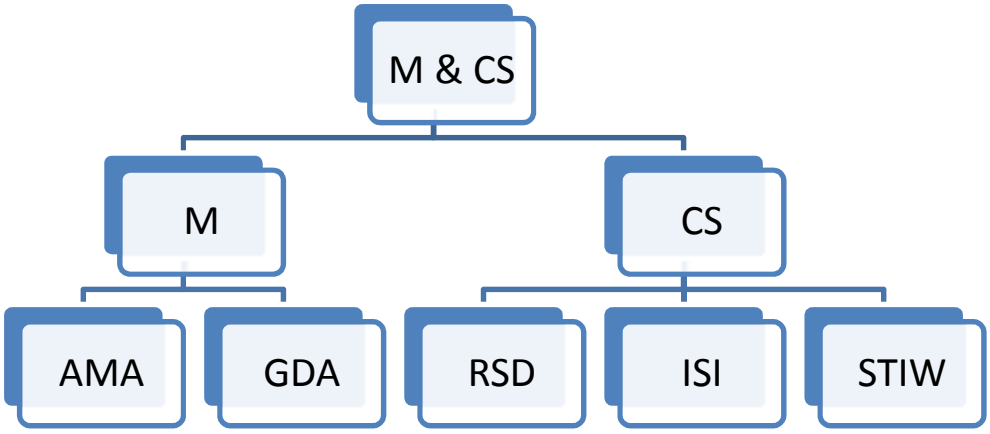


figure1.2 : the specialization of M&CS

Our concern is the second year student of computer science , along side with the modules studied students receive an English course , the English course is a compulsory module , the fixed time allocated to it is an hour and a half (1h30) per a week .

Despite the relevant importance of English in this field it still holds a low status in the curriculum compared with the other subject specific module its coefficient is of one only whereas those other modules vary from two to five consequently even it is compulsory the English course is regarded as an additional subject by the students such a language is very important to fulfill their target needs but less serious as a module than the main subjects included in the curriculum

1.8. Conclusion

In this chapter has tried to give clear idea about ESP its branches and classification. Besides it has shown the different technologies integrated in the ESP classroom, in addition to student needs and motivation towards them.the following step taken by the researcher in thee second chapter will be to set the ground by providing the set of information needed about the target situation thus the following chapter will deal with description of the target situation and the data collection

2.1. Introduction

This chapter gives an outline of the research methods followed to investigate the integration of new technologies in the ESP course promoting student's motivation. The data collection tools for this study were a questionnaire addressed to students and classroom observation addressed to the teacher in order to explore the role of ESP teacher in integrating ICT tools in ESP course. The questionnaire and observation also aimed at discovering the different attitudes of student towards the integration of new technologies in ESP course, the results are discussed and interpreted.

2.2. The Aim of the study.

This research aims to shed light on the use of the new technological materials that teachers can employ to make students interested in learning English language and help raise their motivation and autonomy.

Thus the present study endeavors to discover answers to the following Questions:

1) To figure out to what extents do the integration of new technology in the ESP improve students' motivation , interest and autonomy ?
2) To investigate to what extent the teacher's techniques and strategies influence his students language learning at the at ESP classroom ?

2.3. The research Methods and Design

The research design is an important step to organize any research work, which gives an insight to how the data was collected, through using different research instruments, in order to describe and analyze the research data. Besides, the ideal research holds the following characteristics which are: the objectivity and Reliability plus the validity and the generalization of the results. In fact, while investigating this topic, the researcher has used case study as a research approach.

2.3.1. The Case Study

The case study is a research strategy which investigates a particular phenomenon in its real context in order to give a detailed description to the situation andexplain it in depth by the use of several techniques. According to Sturman (1997):

"**Case study is general term for the exploration of an individual, group or phenomenon**" (ibid, p.61).

Concerning this research the type of the case study that were chosen is an exploratory case study, for the sake of giving answers to the research questions which are the basic of this investigation .

2.4. Sample

Before introducing the sample population involved in this study one should first define what is meant by sample population. As Dornyei (2003:70-71) defines sample as a group of people whom actually examine and the population is the people whom the survey is about , as a matter of intrestthe researcher decided to conduct this work with a sample of twenty six (26) students and ESP teacher from second year computer science departmentatNaama University Center.

2.4.1. Student's Profile

The subject of this study are second year students of the computer science , twenty six (26) students were selected and they were asked to take part in the questionnaire twelve(12) males and fourteen(14) females in Ahmed Salhi university center of Naama the age of these students varies from 19 to 23 years .they studied English for specific purposes for two years .

2.5. Research Instruments

The selected tools to accomplish this research are a questionnaire for students in addition to classroom observation which was taken from the attendance of some sessions the following section will deeply focus on describing and defining the research instrument used.

2.5.1. The Questionnaire

Questionnaire are considered as the most fundamental tool that is used in any research work in this respect, Mulder regards the questionnaire as data collecting method in general as" **a powerful structured set of questions that can be used to obtain the opinions of a large number of respondents in writing without necessarily making contact with the target group**" whereas Babbie (1990) refers to questionnaires as a document consisting of question and other types of items designed to solicit information appropriate to analysis. Hence ,questionnaire have been used to obtain different attitudes preferences perspectives and opinions about the integration of new technologies in ESP class in promoting students 'motivation, they were designed in simple English words .the questionnaire distribution started on 08th of April, by the researcher distributed to twenty six students ,. By the 15thof May twenty four (24), answered papers were gathered thorough e-mail, due to some circumstance.

2.5.1.1. Students' Questionnaire

Student 'questionnaire consists of fiveteen questions (see appendix) they are either closed questions requiring from the students to pick up yes/no answers or to choose the appropriate answer from the number of options. The whole questionnaire was organized in sections. The first category of question is demographic questions. It consists of 03 items with the goal of acquiring a general idea about the participants' age gender and year of studying English language at University. The second section concerns of students attitudes towards the ESP course and third section students attitudes toward the integration of new technologies in the ESP course. The questions are as follow:

Section one : background information

Question1: age , gender , years of studying English at the university

The first question of almost every questionnaire describes the age and gender of the sample population of its research .age is an independent variable and it can tell us what generation the participant belongs to and gender is also an independent variable and it helps set the percentage of male and female in the sample, concerning the question of years of studying English language at the university experience and exposure to the target language are very important .

Section Two: the students 'attitudes towards the ESP course

Question 2: have you got an idea about ESP?

Which type of English are you taught at university?

This question attempts to discover if the participant know what ESP is and which type of English taught

Question 3: in which language do you undertake your research for your own studies?

The objective behind this question is to know the languages that the students use for their research work.

Question 4: Do you think the type of English you are taught fits your needs?

This question aims at discovering the opinion of the students about the type of language taught

Question 5: do you think mastering Englishhelp you get more information?

The opinion of the students has the most important, this question attempts to discover the student' point of view about their need.

Section three student attitudes towards the integration technological materials in the ESP course

Question 6: does your teacher integrate any ICT tools in your ESP course?

This question seeks to find out if the teacher uses ICT tools in the ESP course.

Question 7:would the integration of new technologies in the ESP course improve learning English?

This question seeks to find the importance of ICT tools in the learning process.

Question8: What are your research sources?

The purpose of this question is to find out the research sources that the students use.

Question9: Which materials does your teacher implement in the course?

The objective of this question is to know the different materials used in the ESP course.

Question10: which ICT materials would you like to be integrated in ESP course?

This question aims at discovering the suggested materials that may help the students in the learning process.

Question11: how often does your teacher ask you to use ICT materials in your research works and studies?

The purpose behind this question is to find out how many time the teacher encourage the student to use ICT materials for their research works.

Question12: Do you attend the English course?

This question aims at discovering whether the students give importance to the ESP course.

Question13: how do you evaluate your level of English?

The objective of this question is finding out the level of the students in the English language.

Question14: Are you motivated to learn regarding the current condition of the ESP course (low coefficient, time load in comparison to the other module)?

Question 15: Is the time allocated for the ESP course enough (1h30) per week enough?

These two questions is to find out students attitudes towards the ESP course.

2.5.2. **Classroom Observation**

A classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis according to Johnson & Johnson (classroom observation is " **a means of undertaking research into what occurs in classroom by attempting systematically to observe and to keep records of classroom events**". Moreover, classroom observation has been used to observe the technologies integrated and students 'attitude and motivation

2.5.2.1. Classroom Observation Description

To investigate whether the ESP teachers give importance to the integration of new technologies in the ESP course, classroom observation was carried out to explore what goes inside the classroom; the observation was applied with the group of second year computer science at Salhi Ahmed University center of Naama.

The presence of the researcher in the classroom should be neutral and must not interfere with the ordinary environments in which both teachers and students used to behave and participate.

The observation of this group was made by observing them in different sessions, with different teachers, the session consists of hour and half to explore students attitudes in the ESP course and ESP teachers techniques and methods in integrating new technologies in the ESP course .

The observation checklist consists of student motivation and student attendance and teacher's methods and the integrated material (ICT tools, traditional materials, and this checklist aims at knowing student attitudes towards teacher integration of the new technologies in the ESP course. These statements goes as follow:

Item One: Do the students attend the ESP course?

Item Two: Do the teacher integrate new technology in the ESP classroom?

Item Three: Do the teacher use the traditional materials in the ESP classroom ?

Item Four: Does the teacher ask the students to use new technological materials in the ESP course?

Item Five: Are the students motivated to learnregarding the current condition of the ESP course?

It aims to observe the teacher and students attitudes towards the integration of new technological materials n the ESP course

2.6. Data Analysis

In the data analysis both questionnaire and classroom observation will be analyzed in the following tables and charts

2.6.1. Analysis of students' questionnaire

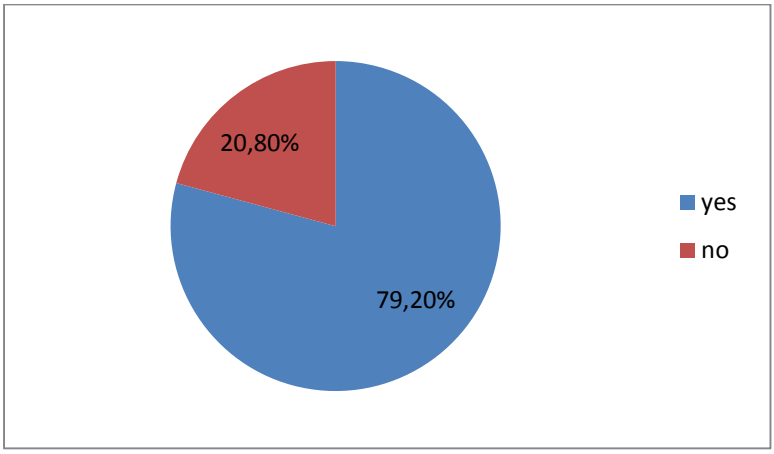
Question 1: this table below shows the different variables (age and gender) and years of studying English language.

Table 2.1 : age , gender and years of studying the English language

Age	Gender		Years of studying English language
Between 19 to 23 years old	female	male	2 years
	14	12	
	53%	46%	

The 26 participants are divided into males and females and, thus constituting a percentage of (46%) males 12 and 53% females and their ages are between 19-23 years old as shown in the table above. this variety can give different beliefs and attitudes, it also shows that the majority of students studied English language at the university for many years so that they already have an idea about English for specific purposes .

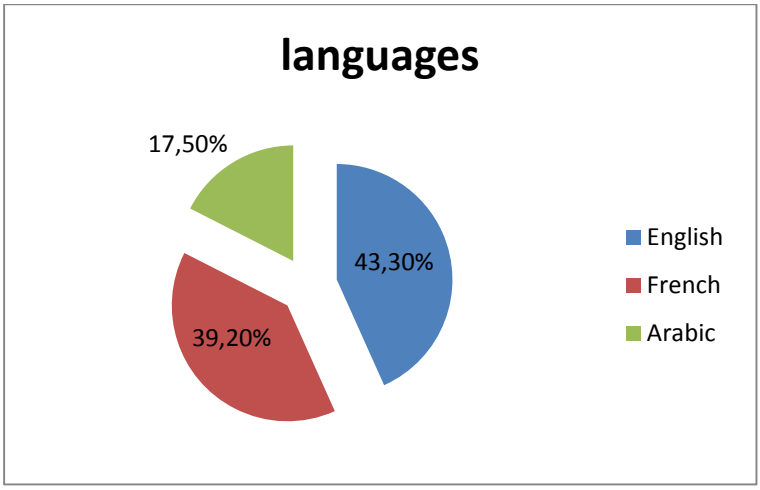
Question two: have you got an idea about ESP?



Pie-chart2.1: students' awareness of the ESP

The results show that the majority of students have an idea about English for specific purposes.79.2 while 20.8 of the participants still confused between ESP and EGP.

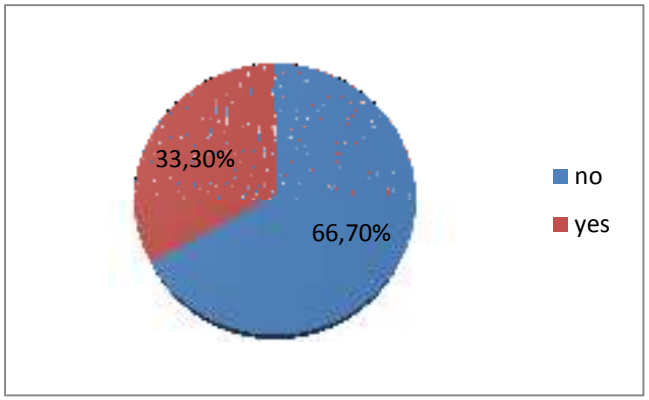
Question three: in which language you undertake your research works for your studies?



Pie-chart**1.2 the languages used by the student for research**

The results show that (43.3%) of the student use the English language in their research for their studies and (39.2%) use Frenchlanguage and(17.5%) use Arabic language

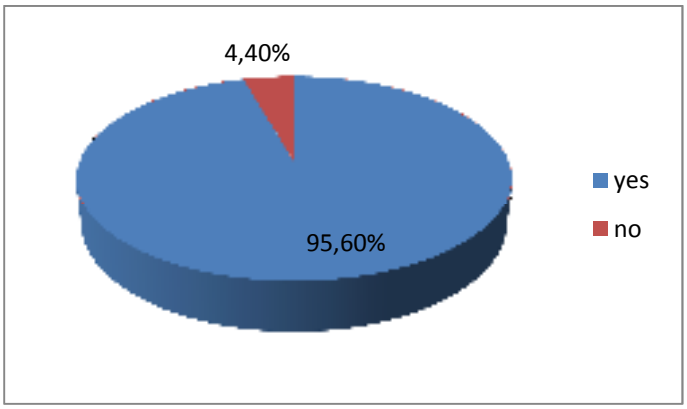
Question 4:do you think the type of English you are taught fits your needs?



Pie-chart2.3 student's attitudes about the type of English

The graph shows that the majority of students claim that the type of English taught does not fit their need 16 respondents(66.7%), while 8 respondents (33.3%) of the participants claim it does fits their need .

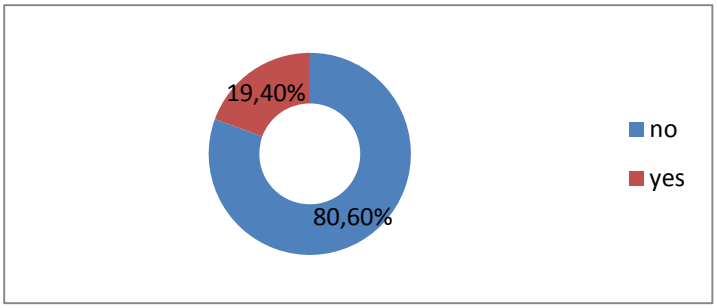
Question 5: Do you think mastering English help you get more information?



Pie-chart2.4: the opinion of the student about mastering the English language .

The results show that the majority of the students think that mastering English help them get more information for their research work.

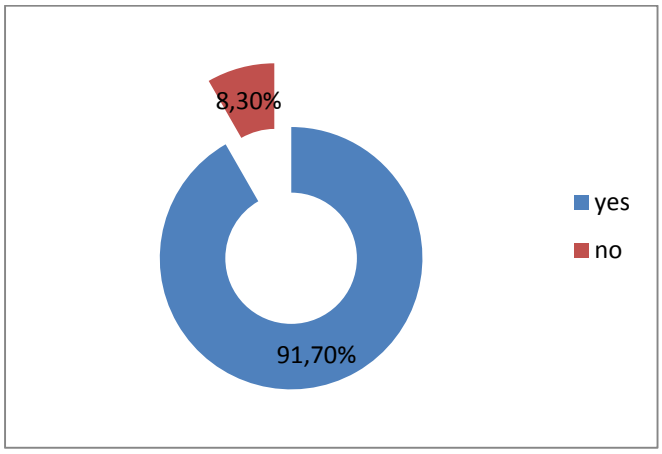
Question 6: Does your teacher integrate any ICT tools in your ESP course?



Pie-chart2.5 the integration of ICT tools in the ESP classroom

The results show that the ESP teacher does not integrate any ICT tools in the ESP classroom.80.6% of the students state that the teacher does not integrate any ICT tools in the ESP course , whereas 19.4% of the student state that the teacher use the new technologies.

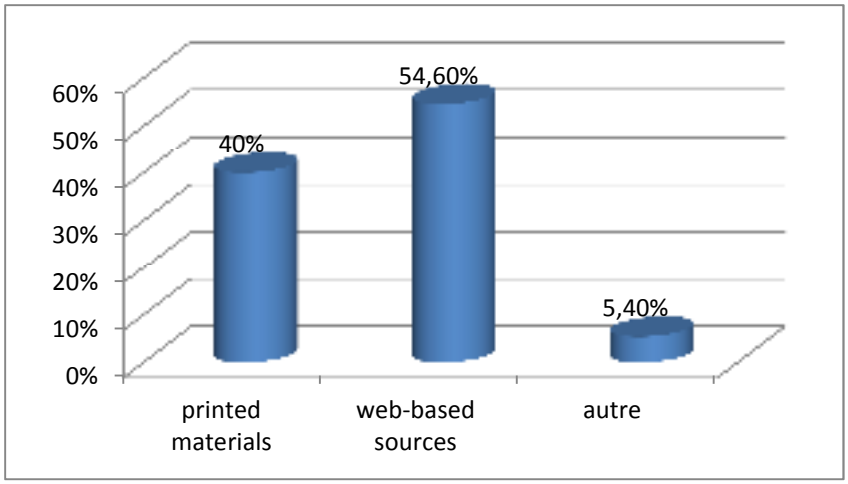
Question7: Would the integration of new technologies in the ESP course improve learning English?



Pie-chart2.6 : Students opinion of the integration of new technologies in the learning process.

This question about the importance of new technologies in improving learning English for specific purposes (91.7%) of student think that the integration of new technologies improve learning English for specific purposes, while only (8.3%) do not think so.

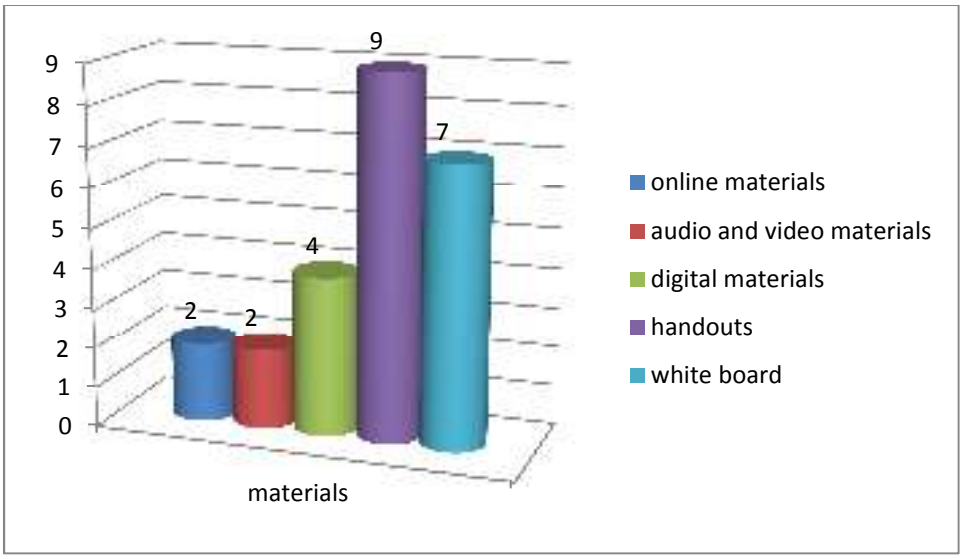
Quesion8: What are your research sources?



Graph2.1 : The research sources

The question is about the research sources used students work , as can be seen above the highest score was in option two that (54.6%)of the students their work is based on the web. As it is illustrated in the graph, the second highest option was 1 that 40% of the students depend on the printed materials like books , magazines .the lowest score was option 3 with (5.4%) this shows that the student use other sources but they were not interested to share .

Question9: Which materials does your teacher implement in the ESP course?

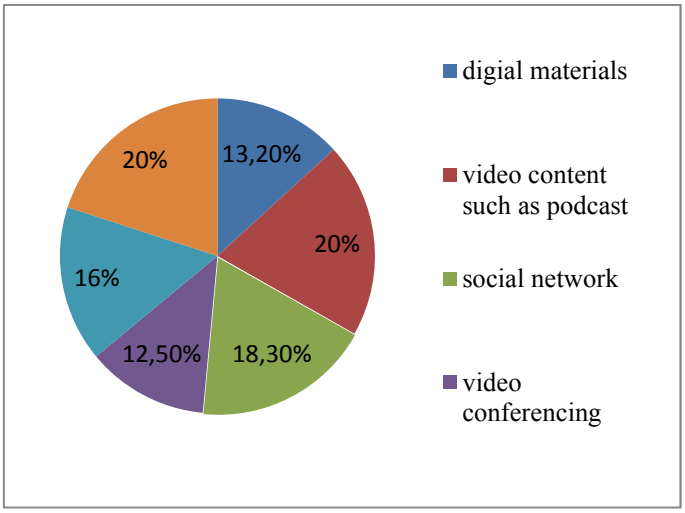


Graph 2.2: The Materials used in the ESP Course.

In this question, the student were asked about the materials implemented by the teacher in the ESP course, as it is illustrated in the graph above, the highest score was

option 3 handouts (37.5%) 9 respondents, the teacher method is based on handouts and the second highest option 4 (29.2%) 7 respondents claim that the teacher uses only the white board, option 3 (16%) 4 respondents claim that the teacher do use the digital materials in the ESP course ; option 1 and 2 received equal scores option 1 8% 2 respondents claim that the teacher use audio and video materials. Option 2 8% 2 respondents claim that the teacher use online materials.

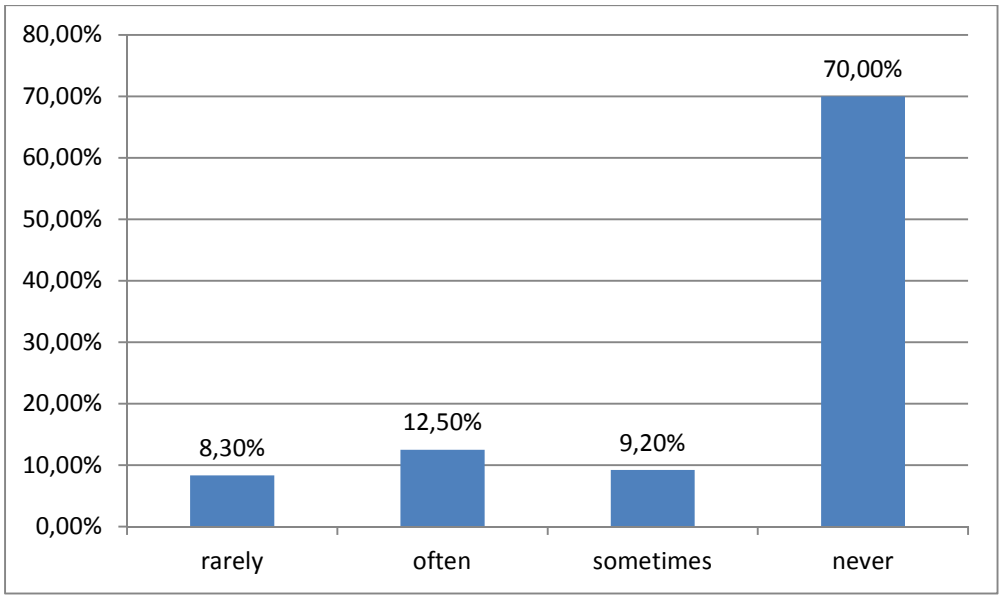
Question 10: Which ICT materials would you like to be integrated in ESP course?



Pie-chart2.7 : The suggested materials integrated

The result of the question in The graph above shows the option 2 and 6 score the highest 20% of the respondents, option 2 they suggest that the teacher should integrate video content such as podcasts produced in English (YouTube),option 6 respondents choose language learning website(livemosha, duolinguo), the second highest score was option 3 (18.3%) of the respondents said that they would prefer the social network(facebook…ect) to be integrated in the ESP course, in addition option5 received (16%) of the respondents claim that educational platforms should be integrated in the course; option1 received (13.2%) of the respondents claim that the teacher should include digital materials suchin option 4 like the integration of video conferencing .

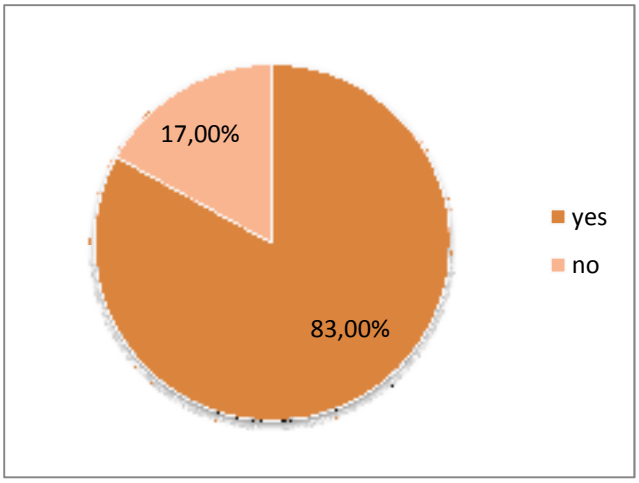
Question 11: how often does your teacher ask you to use ICT materials in your research works and studies?



Graph 2.3: the number of times that the teacher asks the students to use the ICT materials.

The graph shows that the majority of participants have chosen option 4, (70%) of respondents claim that the teacher never asked them to use the new technologies. The second highest score option 2, (12.5%) of respondents claim the teacher. option 1 and 3 received equal scores, option 1, 8.3% of the respondents claim that the teacher rarely encourage them to use new technologies in their research works and studies, option 3(9.2%) respondents claim that the teacher sometimes ask them to use the new technologies in their studies.

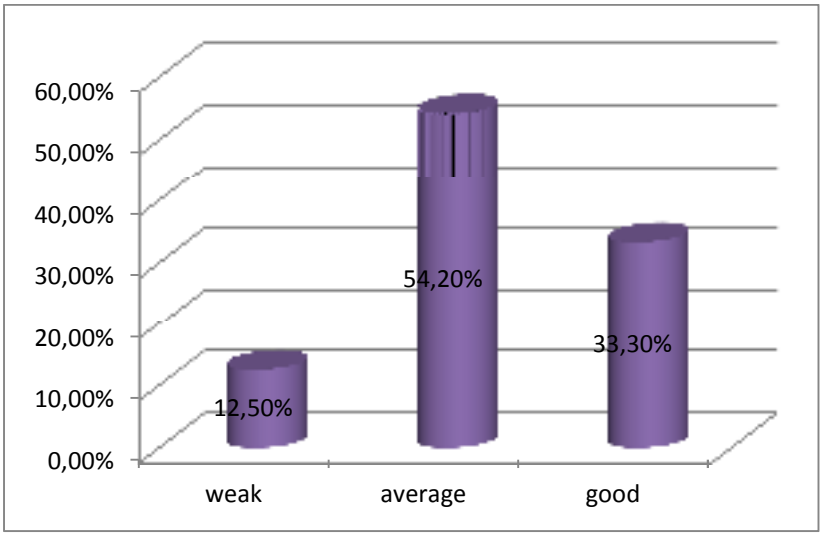
Question 12: do you attend the English course?



Pie-chart 2.8. : students' attendance in the ESP course

As it can be seen above option 1 received the highest score, 19 participants (83%) claim that they attend the English course. 5 participants (17%) claim that they do not attend the English course

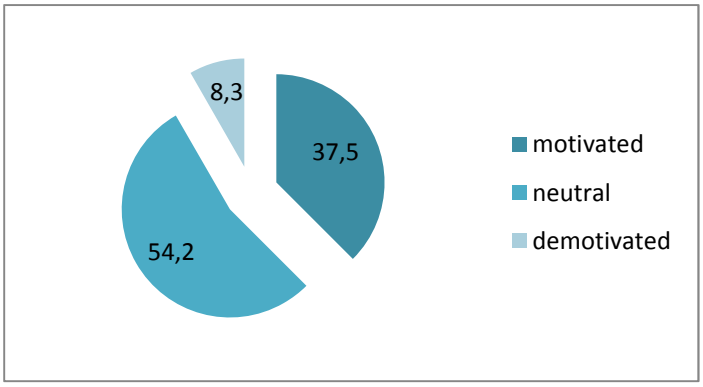
Question 13: how do you evaluate your level of English?



Graph2.2 : Students' Level in English

The graph above shows that the majority of participants have chosen option2, 54.2% of the participants claim that they have an average level in the English language. the second highest score was option 3, 33.3% of the respondents said that their level in English is good , whereas option1, 12.5% of the respondents said their level in English is weak.

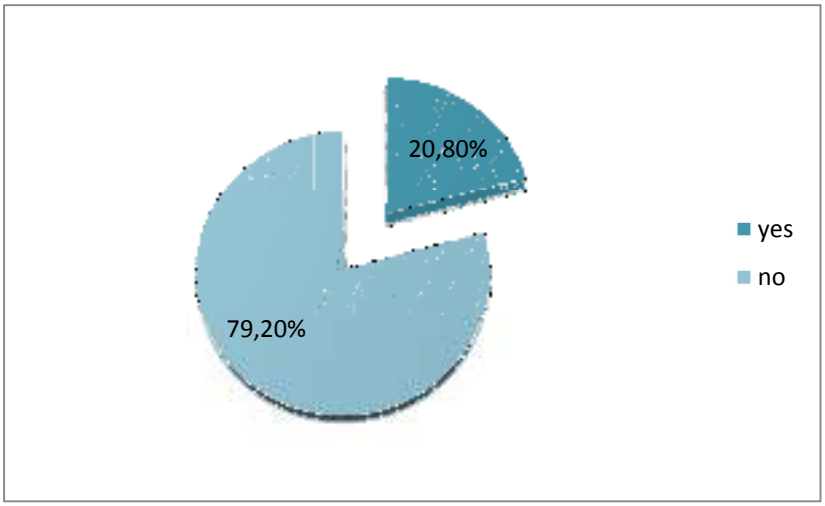
Question 14: Are you motivated to learn regarding the current condition of the ESP course (low coefficient, time load in comparison to the other module)?



Pie chart 2.9: students' motivation in the ESP course.

The results shows that the majority of participants 54.2% are and 37.5% of the participants are motivated to learn the English language. While 8.3% of the participants are demotivated in learning the English language.

Question 15:is the time allocated for the ESP course enough (1h30) per week enough?



Pie chart2.10:Time Allocated for The ESP Course.

The results show that the majority of students state that the time allocated for the ESP course is not enough (79.2) while (20.8) of students state that the time which is one hour and half per week is enough for the ESP course.

2.6.2Analysis of classroom observation checklist

Criteria One : Do the students attend the ESP course?

Yes : The students do attend the ESP classroom since it's COURSE/TD .the English course is a compulsory module , the fixed time allocated to it is an hour and a half (1h30) per a week .

Criteria two: :Do the teacher integrate new technology in the ESP classroom?

No: the teacher does not use any ICT tool while presenting the English course , in the observed session the teacher lack training and the professional formation to manage technology-based courses in ESP classrooms pose great problem for both the student and teacher .

Criteria three: Do the teacher use the traditional materials in the ESP classroom ?

Yes: The teacher uses the traditional methods of teaching an ESP course (whiteboard, handouts)to present the ESP course.

Criteria four:Does the teacher ask the students to use new technological materials in the ESP course?

No: The teacher does not ask the students to use the technological materials despite the fact Computer Science students are already familiar with the use of new technological materials since its their domain of study .

Criteria five: Are the students motivated to learnregarding the current condition of the ESP course?

No: The students lack of motivation and intrest in the ESP course due to several factors teacher 'methods, low coefficient ,time load in comparison to other modules

2.6.3. Data Discussion and Interpretation

For the sake of proving the research hypotheses, the researcher has relied on questionnaire and classroom observation as research instruments; questionnaire was designed for twenty six (26) computer science students atNaama University Center and classroom observation addressed for both teacher and students to observe their attitudes towards the integration of technological materials in the ESP course.

The first research hypothesis, which stated thatif ESP teachers use new technology tasks and activities related in content to particular computing themes, they will meet the needs of students and help them perform better in their achievement tests. Afteranalyzing the results of the questionnaire, one can say that the computer science students at Ahmed Salhi university center of Naama believe that the integration of new technologies is very significant in English language learning since it's their field of study dealing new technologies .the results also revealed that the teachers still use the traditional materials such as handouts, whiteboard Without integrating any technologicalmaterial in the ESP course plus the course design does not meet with students 'needs which affects student motivation and interest in the ESP course . in addition it is noticeable that the majority of students want their teachers to integrate ICT tools in the ESP course , this proves their desire to improve their level in the English language since their study and research work is available in English more then any other language, On the other hand, most of them have evaluated their English

level as “average” which indicates that they need to improve their level of language proficiency. Since the teacher’ traditional methods and techniques affect them it’s shown negative attitude towards the ESP course, not only the technique but also the content .

The results from the classroom observation checklist revealed that the ESP teachers at Ahmed Salhi university center of Naama do not integrate the new technological materials n the ESP course due to certain difficulties that the ESP teachers face during the session such as lack of equipments , time allocated to this module , low coefficient in comparison to other modules led to students lack of interest in the module despite of the fact that student do attend only because the module is compulsory (course/TD) and it help them in the mark .

To sum up ,it appears that the lack of the experience of the instructor and the lack familiarity with new technological materials also the fixed time allocated to the English course is hour and a half (1h30) per week .led to the elimination of technological materials in the ESP course which was shown on students behavior and lack of intrest and motivation in the ESP course this means that the two hypothesis were not applied because there is no implementation of the new technological materials in the ESP classroom .

2.7. Pedagogical Recommendations

The questionnaires’ findings reveal that university students are of different levels, capacities, background knowledge, etc. Hence, teachers should be aware of these variations as they should teach them both vocabulary and grammar. In order to improve students’ levels, teaching computer science students entails appropriate ESP materials selection. Some teachers select in a random way and may use the same material all the time or for different classes. This fact may affect students’ understanding in a negative way the matter which may result in students’ level deterioration. The task here is to think of advice and to suggest some points that may help teachers to alter the students’ level and to make classroom management easier

Teachers, thus, should prepare their lessons before the time of the presentation and before getting into the classroom. They also should include appropriate materials that

contain interesting and varied activities in order to motivate learners work harder. In fact, teachers should be more aware of such matters in order to help their learners to improve their level not only for academic success but also in their real lives

2.8. Conclusion

This chapter sheds the light on providing a clear idea concerning the aims of this investigation, plus mentioning the kind of the research instruments, which have been used in order to obtain the needed data from both teacher and learners. Moreover, in this chapter the data was analyzed and the outcomes were discussed in details, in which both research hypotheses which were proposed by the researcher do not exist. Because the teacher still follow the traditional methods and techniques, and he does not integrate any of the new technological materials in the ESP course.

General conclusion

The current status of ESP teaching at Ahmed Salhi university center at Naama , Computer Science department in particular exposes an exigent situation that requires immediate actions and convenient remedies in different pedagogical and administrative levels related chiefly to theory, practice and methodology. For that reason, this humble investigation the researcher tried to look deeper to what are university teachers' and students' behaviours toward the use of Information and Communication Technology materials in their process of teaching and learning. This study revealed a gap in technology use between teachers and students as it was noticed that, while students resort to the latest available electronic tools or devices to facilitate their learning, many teachers still prefer traditional methods of teaching.

the present study investigates the usefulness of integrating new technological materials in ESP as an updating instructional method that is increasingly implemented in international institutions and academic settings to make use of the potentials and facilities that the internet offers to education. Hence, this study is carried out to confirm or reject the hypothesis stating that The integration of new technologies in ESP classrooms cannot only improve students' language learning but also helps to evolve students' interest and raise their motivation and make them control their own learning.. Computer science learners were chosen to be the case study representing the entire ESP enterprise at Ahmed Salhi university center at Naama

This research investigation has relied on two types of research instrument, which is the questionnaire that was given to both computer science students and classroom observation which was addressed to both the teacher and the students, where the data were analyzed quantitatively and qualitatively. So, the outcomes that were gathered from the research instrument indicate that, the second year learners at Naama University Center, they have a "good" English level as they have mentioned and most of them prefer using the technological materials in the ESP course . However, the teacher still rely on the traditional methods of teaching, could not deny that, they are facing some struggles like the time allocated for the ESP course and low coefficient and the syllabus design , which have lowered their motivation and interest to the subject matter.

On the other hand, the outcomes of the classroom observation revealed that There is certainly a great deal that ESP practioners lack training and the professional formation to manage technology-based courses in ESP classrooms prevent them of using such materials and also affects students behavior towards the ESP course and also there are notably various problems and difficulties that both teachers and students will encounter, such as, lack of time, materials and space , lack of students interest and motivation, and student' over-reliance on the teachers.

However, the current research had some limitations concerning the research instrument used, and the period of time involved , the teacher traditional methods .All these factors will be taken into consideration in further research .Besides, the study is still narrow and remain limited regarding the findings and we supposed to do more about improving the status of ESP teaching in Algeria

Furthermore, the researcher looks forward that the findings and the conclusions of this study will persuade the teachers of English, either specific or general, to adopt and adapt their methods of teaching to the current digital era and encourage them reaching the required literacy for better integrating its sophisticated environment.

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Questionnaire

The present questionnaire is conducted in order to collect data about the integration of new technologies in English for specific purposes course, you are kindly requested to answer the following questions.

Thank you

Section one: background information

Gender

Female ☐ Male ☐

Age: ☐

1.For how long have been learning English at University?

……

2.have you got an idea about English for Specific Purpose?

☐ Yes ☐ No

3. For how many hours have you been learning English per week?

☐ 1h30 ☐ more

4. Which type of English are you taught at university?

1. General English
2. English for Specific Purpose
3. Both

4. In which language do you undertake your research for your own studies?

1- 1.English
2- French
3- Arabic

4.Do you think the type of English you are taught fits your needs?

☐ Yes ☐ No

5. Do you think mastering English help you get more information?

☐ Yes ☐ No

7.does your teacher integrate any ICT tools in your ESP course?

☐ Yes ☐ No

8.would the integration of new technologies in the ESP course improve learning English?

☐ Yes ☐ No

9. Which materials does your teacher implement in the course?

1. ICT materials
2. Traditional materials

10.what are your research sources?

1. Printed material(books magazines
2. Web-based sources (websites, e-book)

11.which ICT materials would you like to be integrated in ESP course?

Digital materials (Pdf ,PowerPoint)

1. Video content such as podcast (YouTube)
2. Video conferencing
3. Social Network (facebook)
4. Educational platform (moodle,italki)
5. language learning website(livemosha, duolinguo,,)

12. how often does your teacher ask you to use ICT materials in your research works and studies?

1. Regularly
2. Often
3. Sometimes
4. Never

13.Do you attend the English course?

☐ Yes ☐ No

14.how do you evaluate your level of English?

1. Good
2. Average
3. Weak

14.are you motivated to learn regarding the current condition of the ESP course (low coefficient, time load in comparison to the other module)?

1. Demotivated
2. Neutral
3. Motivated

15.Is the time allocated for the ESP course enough (1h30) per week enough?

☐ Enough ☐ Not enough

Classroom Observation

University center	Academic year
Observer	Grade
session	Date and time

Items (criteria)	yes	no	Comments
Do the students attend the ESP course?			
Do the teacher integrate new technology in the ESP classroom?			
Do the teacher use the traditional materials in the ESP classroom?			
Does the teacher ask the students to use new technological materials in the ESP course?			
Are the students motivated to learn regarding the current condition of the ESP course?			