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A Contextual Study of Learner Autonomy and Motivation

The Case of the 2nd Year Students at the Preparatory School of Sciences and Techniques of Tlemcen

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Presented by   **Supervised by**

Mrs. Soulimane- Benhabib Nouzha Yasmina   Prof. Benmoussat Smail

Board of Examiners

Dr. Bouyakoub Naima   MCA (University of Tlemcen) President

Prof. Benmoussat Smail   Prof. (University of Tlemcen) Supervisor

Prof. Bedjaoui Fewzia   Prof. (University of Sidi Bellabes) Examiner

Prof. Melouk Mohamed   Prof. (University of Sidi Bellabes) Examiner

Dr. Ouhamiche Ghania   MCA. (university of Oran) Examiner

Dr. Benmostefa Nawel   MCA.(University of Tlemcen) Examiner

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Declaration

I declare that this thesis is my own work and has not been submitted in any form for another degree, diploma at any institution. Information derived from the work of others has been mentioned in the thesis and a list of references is given in the bibliography.

N.Y.Soulimane-Benhabib

Acknowledgements

Dedications

To my dearest parents

To my beloved husband and my lovely sons

To all my family

Abstract

The present study aims to explore the Algerian students' conception of learner autonomy in the Algerian context especially in ESP classrooms at the Preparatory School of Sciences and Techniques- Tlemcen where the investigation took place and to which extent it may be fostered by motivation. Therefore, researchers argue that the concept of learner autonomy becomes essential in language education in the Algerian universities and institutions. The term 'Learner autonomy' is widely discussed by researchers and almost all of the instructors want to involve their students in an independent learning. Furthermore, we expect from the student to learn relying on various characteristics such as responsibility, raising their sense of self confidence and self- esteem. In other words, students at higher institutions are expected to be considered as autonomous learners. Among the factors observed influencing learner autonomy are level of instruction, motivation, attitude, and language learning strategies. In order to obtain considerable data, the investigator established a series of questionnaires followed by interviews administrated to the second year students as well as the teachers of EPST in addition to a classroom observation and assessment to confirm the results. The context of this research is important because the students who enter this kind of institutions are considered as the 'elite' of Algerian students in the field of engineering. They must have good marks to join the EPST however; they faced some obstacles during their curriculum especially when studying ESP. As EPST is an institution which contains students from different regions of Algeria, the instructor should take into consideration the diversity of the classrooms, the level of each student as well as his/her weaknesses. It is worth mentioning that the teacher's task requires many efforts in order to improve students' lacks in ESP. Nevertheless, some students demonstrate that they can succeed brightly by relying on themselves; these students are considered as autonomous learners as they use some effective strategies to succeed in their studies.

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List of Acronyms

CRAPEL: Centre de Recherche et D'applications en Langues

ENP: National Polytechnic School of Algiers

ENPC: National Polytechnic School of Constantine

ENPO: National Polytechnic School of Oran

ENSH: Superior hydraulic National School (National School of Mining and Metallurgy of Annaba

ENSTP: National School of Public Works

EPST: Preparatory School of Sciences and Techniques

ESGEE: Superior School of Electrical Engineering and Energy of Oran

ESP: English for specific purposes

ESSAT: Superior School of Applied Sciences of Tlemcen

EST: English for Science and Technology

ESTI: Superior School of industrial technologies of Annaba

LMD: License, Master, Doctorate

PBE: Paper Based Examination

General Introduction

General Introduction

ESP has become one of the most significant fields in higher institutions, as a matter of fact; English is learnt for many reasons which are due to a large variety of professions which request the use of ESP. The need to use English for specific purposes specialities has many characteristics. One of the reasons for learning English is for science and technology which is the case of this research work. ESP can be subdivided into two fundamentals sorts of ESP differentiated according to learners' need. It means that ESP is divided into Academic study or for occupational purposes.

Over the last decades, the requirements for learning English for specific purposes have significantly raised the intention with the advent of globalisation. Nowadays, universities and other higher institutions throughout Algeria have heavily invested in technology to support teaching and to enhance students' learning experience. However, teaching of English is supposed to meet the needs of the learners in institutions such as the Preparatory School of Sciences and Techniques of Tlemcen where English is taught for Science and Engineering. As English is introduced in the secondary schools, students are supposed to know this language efficiently after eight or nine years, however, it is not the case as the results revealed in this investigation some students' lacks. Moreover, learning ESP in higher institutions is not satisfactory and many students feel unable to learn the English language. Therefore, universities as well as other higher institutions are not satisfied with students' level concerning English.

The main concern of this investigation is to introduce different techniques to have a successful learning of ESP, therefore, autonomous learning and motivation are considered as key factors to make the students of the EPST succeed to learn English for specific purposes more particularly for Sciences and Engineering. Nonetheless, before dealing with autonomous learning, the researcher should take into consideration some factors that made ESP learners failed to learn. Among them, the investigator could deduce some lacunas in grammar and written expression, in

addition to student's disinterest to learn English and thus, due to the importance or non-importance given to this module at EPST as the coefficient is very low. Therefore, the ESP teachers are confronted with many challenges while teaching English for science and engineering.

As regards to the theories of learner autonomy namely the theory of constructivism; Piaget emphasises on learning theories and teaching methods in order to improve the quality of teaching. Moreover, Vygotsky and Piaget (1978) suggest the introduction of new concepts in classrooms as analysing the given information rather than accepting it. This kind of behaviour in the classroom may enhance students learning in a more creative way. This is why; new approaches should be introduced in classrooms in order to change from the traditional way of teaching which is considered as out-dated to the new one which focuses on students' different techniques of learning. In other words; it should be mentioned that teachers' role in learner autonomy is significant; therefore, he/she should play different roles specially the role of organiser, facilitator or counselor to meet students' needs. Therefore, it is important to underline the importance of learning strategies particularly when learning a foreign language. Many attempts have been made by researchers in order to find what are the techniques and strategies used by the learners. According to them, learning strategies may help a learner to acquire a foreign language, however; not all the students are able to develop a useful technique or a personal approach during the learning process. This is why; it is the teacher task to guide his learners in the right way for an effective learning.

The role of the student is to engage actively in learning, therefore, in European countries, as there has been a shift from teacher-based approach to student- based approach and thus; to have more active learners in the classroom, however, this is not the case in Algeria where the traditional approach is used. The teacher centered-approach is represented as passive lectures where the teacher is seen as the most important figure in the classrooms. His job is to search, inform, explain, and help his students. Nevertheless, this way of teaching is not very efficient as the teacher is

the only active person in the classrooms whereas the students are the passive ones. They just take information concerning the majority of them.

Motivation is considered in the case of learner autonomy as the most significant factor in learning a foreign language. It depends greatly on other factors, such as attitudes towards learning English. Attitudes have a profound influence on learner's behaviour; if the student has positive attitudes towards English, therefore, he will be motivated to learn it otherwise; a negative attitude is caused by students' disinterest and demotivation. The learners have two types of motivation during their learning process; either intrinsic motivation which comes from the inside of the learner, according to Deci and Ryan (1985) who claim that intrinsic motivation is directly linked with autonomy and leads to more effective learning. However, the extrinsic motivation is developed by external factors such as getting a satisfactory employment in the future, better marks or career. Furthermore, motivation and autonomy are considered as individual as well as social behaviour which requires interaction with other variables in order to get an effective learning.

In order to find some solutions to these problems one can put forward the following research questions:

1) How do students engage into learning tasks independently?

2) Which strategies do students use to become efficient learners?

3) What are students' lacks and weaknesses that affect their leaning of ESP?

4) To what extent, does motivation contribute to foster learner autonomy at EPST?

With the above research questions, the following hypotheses are suggested:

1. Learning independently may be considered by scholars and educators as an efficient way to learn effectively by introducing new techniques

2. Various techniques exist in order to engage ESP students to learn independently for an effective learning process.

3. Learning ESP effectively may be improved after identifying students' lacks and needs at EPST.

4. Successful students may be autonomous learners who are motivated to learn effectively.

Thus, this research work comprises four chapters; there are presented as follows;

The first chapter is a description of the concept learner autonomy and motivation; here the researcher brings some definitions of autonomous learning from linguists and researchers throughout the world in this field of study, in addition to its characteristics among learners. It is important to deal with theories of learner autonomy specially those of Vygotsky and Piaget as there are the bases of autonomous learning. The focus will be on different strategies used by independent learners to have an effective learning; attitude and motivation are considered as important keys in the autonomous learning where the learner could rely on himself to achieve an efficient learning process, in addition to the close link between autonomy and motivation.

The second chapter is devoted to the description of ESP classrooms at the Preparatory school where students is seen as the most determinant figure of this investigation. The data collected were both qualitative and quantitative under the form of classroom observation, students 'questionnaire and interviews devoted to the teachers of English at EPST and some selected learners in order, first to analyse

the context of the present study then to determine students' perception of autonomous learning and how motivation could foster their learning.

The third chapter came to analyse the data collected from our students which are not numerous in the second year, the researcher chooses to take four groups and each group contains twenty-five students under study, and to get the total of one hundred students for an effective result. Four students were chosen to participate to the interview according to their learning strategies, participation in the classrooms marks, attitude towards the language and motivation to learn English and thus; according to multiple characteristics that will be discussed in chapter II.

Finally, the fourth chapter is an attempt to find some solutions to the lacks and weaknesses encountered during the learning process of ESP, therefore, the researcher expects from the findings of this research work to find some solutions in order to meet the needs of the second year students who are enrol at EPST of Tlemcen; the results obtained reveal students attitudes towards learning in ESP classes and how they use different strategies to learn English; their motivation is the key of a significant approach towards effective learning and how autonomous learning brings to those students a different vision and approaches to learn ESP and to be more successful.

The aim of this investigation is to improve the quality of learning ESP in such institution. The aim of the preparatory school of Tlemcen is to form excellent students in the field of Engineering. and English for specific purposes is necessary in their curriculum as they will reach 'Superior Schools' as ENA in Algiers, ENSMM in Annaba, ENPC in Constantine or ESSA in Tlemcen. Therefore, the students should display a good level in Engineering to enter this kind of schools which are known for their good level, and the students could get a good job in the future. Therefore, English can't be neglected as the students will need it later or to make research in the field of engineering, read books and most importantly write articles for publication.

CHAPTER ONE

Literature Review

Chapter One: Literature Review

1.1. Introduction

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1.1. Introduction

The notion of "Learner Autonomy" raised the consideration of numerous analysts in the field of instruction particularly when adapting second or foreign languages, the growing interest of applied linguists attract their attention to learner autonomy and motivation in the last decade where many attempts have been made by some investigators to find out how students cope with difficulties and to which extent they could be autonomous in their learning. This chapter provides an overview of learner autonomy, learner characteristics and theories without neglecting students learning strategies which are seen as very important to student approach to learning in the Preparatory School of Sciences and Techniques of Tlemcen. It also explored to which extent learner autonomy as well as motivation are related to a successful learning. This chapter is an attempt to highlight concepts referring to research contribution.

1.2. Towards a Definition of Learner Autonomy

Benson and voller (1997:4) argue that autonomy entails both individual responsibility and right. According to Athanasiou (2006:5), autonomy is composed of the ancient Greek words 'autos', which means to live according to one's own rules. Learner autonomy is a concept developed by Holec in the year 1981, and according to scholars and linguists, various definitions have been established to clarify the term autonomy; for instance, Holec (1981:3) defines autonomy as "The ability to take charge of one's own learning. This ability has a potential capacity to act in a given situation, in our case learning and not the actual behaviour of an individual in that situation".

Little (1991:2) debates in autonomy "There is nevertheless broad agreement that autonomous learners understand the purpose of their learning programme, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness".

Moreover, according to Dickinson (1987:11); "autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his (or her) learning and the implementation of those decisions**.**

Macaro on the other hand states that;

> "Autonomy is an ability to take charge of one's own language learning and an ability to recognise the value of taking responsibility for one's own objectives, content, progress, method and techniques of learning. It is also an ability to be responsible for the pace and rhythm of learning and the evaluation of the learning process". *(*Macaro, 1997:168)

The idea of independent learners began to flourish when the 'Centre de Recherches et d'applications en Langues CRAPEL' was set up in 1971 in France (Benson 2001); no endeavour has been made until the late 1980s to coordinate self-access dialect learning into schools. Most of the addresses have been concentrating on educating and little has been done on autonomous learning. Specialists in the field of connected semantics turn their regard for learner inspiration and self-governance and educators are as yet assuming a focal part in understudies' process of learning.;

> "The aim of learning to learn to encourage students to develop the life-long learning skills of being able to deal with the unexpected, making informed choices, developing sharp observational skills and constructing useful knowledge in one's interactions with the world while guided by their internal values, convictions, and reasons". (Lier, 1996: 91)

In other words, students are not trained to act as independent learners in the classrooms not to deal with the unexpected. Also Trink and Rijlaarsda state that*;*

> "An autonomous language learner is defined as the one who leads positive attitudes to autonomous language learning (i.e., willing and ready to assume her role in success in learning as crucial), is motivated to learn the language (i.e., with a communicative purpose) and is able to take control over her own learning (i.e., planning, monitoring and evaluating their communicative and learning acts) to work independently and in cooperation with others". (Trinh &Rijlaarsdam, 2003:25)

In this sense, learners take control of the affective, cognitive, and social processes in their learning. Autonomy is considered by some researchers as '*a universal concept'* since it deals with individual's capacity to take responsibility for one's own learning (Little, 1999).

For others, they agree on certain features of autonomy. Besides, Sinclair suggests some features of learner autonomy; they are presented respectively;

1. Autonomy is a construct of capacity that involves learners' willingness to take responsibility for their own learning
2. Such a capacity is not necessarily innate
3. There are degrees of autonomy that are unstable and variable and complete autonomy is an ideal
4. Promoting autonomy cannot be reduced to independent learning situation or strategy training but requires learners' consciousness of the learning process
5. Autonomy has social and individual, psychological and political dimensions
6. Autonomy has cultural interpretations. (Sinclair,2000:6)

The concept of learner autonomy gained momentum and the definitions are various and differ from one researcher to another, however, the term autonomy is applied in five ways. According to Dickinson &Voller, They are listed as follows:

✓ For situations in which learners study entirely on their own;

✓ For a set of skills which can be learned and applied in self-directed learning;

✓ For an inborn capacity which is suppressed by institutional education;

✓ For the exercise of learners' responsibility for their own learning;

✓ For the right of learners to determine the direction of their own learning.

(Benson&Voller, 1997:2)

Sinclair (2000) similarly suggests thirteen aspects of learner autonomy which 'appear to have been recognised and broadly accepted by the language teaching profession' (see Table 1.1)

Table 1.1: Defining Learning Autonomy (Sinclair cited in Borg, 2012:5)

1	Autonomy is a construct of capacity
2	Autonomy involves a willingness on the part of the learner to take responsibility for their own learning
3	The capacity and willingness of learners to take such responsibility is not necessarily innate
4	Complete autonomy is an idealistic goal
5	There are degrees of autonomy
6	The degrees of autonomy are unstable and variable
7	Autonomy is not simply a matter of placing learners in situations where they have to be independent
8	Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making
9	Promoting autonomy is not simply a matter of teaching strategies
10	Autonomy can take place both inside and outside the classroom
11	Autonomy has a social as well as an individual dimension
12	The promotion of autonomy has a political as well as psychological dimension
13	Autonomy is interpreted differently by different cultures

1.3. Characteristics of Learner Autonomy

Being autonomous learner is to be able to monitor and evaluate our own learning; it also means being an independent or self- directed learner. It also determines learning as not merely a matter of passive acquirements; *"it is a constructive process that involves actively seeking meaning from or even imposing meaning on events"* (Candy, 1991: 271).

Among various and endless inventories of autonomous learner characteristics; Omaggio (1978, cited in Wenden, 1998: 41-42) defines seven characteristics which are:

1. Autonomous learners have insights into their learning styles and strategies;

2. Take an active approach to the learning task at hand;

3. Are willing to take risks, i.e., to communicate in the target language at all costs;

4. Are good guessers;

5. Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;

6. Develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply;

7. Have a tolerant and outgoing approach to the target language.

Those characteristics are considered as not sufficient for the development of learner autonomy; and many more factors as motivation, learner needs, strategies used and consciousness have to be taken into consideration in the procedure of studying. In this view, an attempt is made to shed some light on some parameters affecting the learner as well as his capacity to learn because autonomy is regarded as a process, not a product. It is evident that autonomous learning is achieved only if certain conditions are gathered such as motivation, attitudes, knowledge about language learning and cognitive and meta-cognitive strategies. In other words, a learner has to follow certain paths to attain autonomy (Benson and Voller, 1997). It is shown

that "learner autonomy is a perennial dynamic process amenable to 'educational interventions' rather than a static product, a state, which is reached once and for all". (Candy, 1991 cited in Thanasoulas, 2000:1)

Moreover, Holmes and Ramos (1991) argue that;

"Permeates this study is the belief that 'in order to help learners to assume greater control over their own learning it is important to help them to become aware of and identify the strategies that they already use or could potentially use" (Holmes & Ramos, 1991, cited in James & Garrett, 1991: 198)

On the other hand, Tumposky points that; "Individual learners differ in their learning habits, interests, needs, and motivation, and develop varying degrees of independence throughout their lives". (Tumposky, 1982 cited in Thanasoulas, 2000: 1)

According to Dickinson (1993), she characterises autonomous learner in four points; the first point is that the learner could identify what is being taught in the classroom, secondly, an autonomous learner is able to formulate his/her own learning strategies and the third point is that the learner or student is able to select the appropriate learning strategies, and the last point is that a learner can monitor the effectiveness of the use of strategies. With these four characteristics, Dickinson describes the most active learning process that the autonomous learner could engage in, in addition to the possibility of taking control of his /her own learning.

1.4. Models of Learner Autonomy

According to various definitions of the term 'Learner Autonomy', six different models are identified in the field of education which is categorized into two categories; the first category is about stages of development and the second one is to consider areas of control. Therefore, Dang describes that the "The first type attempts to create a general index for each level of learner autonomy development. The second type describes the performance of learner autonomy in different aspects of the students' learning environment". (2012:54)

Nunan (1997) is considered as 'The pioneer' who attempted to classify learner autonomy into phases of development. Based on learners' actions, he proposes a model of five degrees which is shown in the below table.

Table.1.2: Five-Level Model of Learner Autonomy (Nunan, 1997:195)

Level	Learner action	Content	Process
1	Awareness	Learners should be informed of learning objectives and the necessity of the materials	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies
2	. Involvement	Learners participate in choosing the their own objectives from the range of offered possibilities	Learners could make choices among different options
3	Intervention	Learners are involved in altering the aims and contents of the given programme	Learners could arrange or adapt objectives.
4	Creation	Learners are able to determine their own goals and objectives	Learners could establish their own goal.
5	Transcendence	Learners should be able to connect between things learnt inside the classroom and others learnt outside it	Learners become teachers and researchers

This is a gradual development of learner autonomy derived from a simplified version of Nunan's Model who proposed five degrees which are awareness, involvement, intervention, creation and transcendence. In this case, learners are supposed to perform a sequential series of actions in learning a language item.

According to Dang (2010), "learners need to be aware of learning goals and prepare learning strategies. They then adopt their own goals and select suitable tasks to perform. After this, they could modify, create their new learning goals, and design their new tasks".

The second model of learner autonomy is gotten from the meaning of learner independence as a self-regulation process. It incorporates two levels of self-control which are reactive and proactive autonomy. Littlewood argues in this sense; "A reactive autonomy regulates the learning activity after clear directive have been provided; it also enables learners to organize their resources autonomously in order to reach their goals". (1999:75).

On the other hand a proactive autonomy "regulates both the activity and the instructions, it allows learners to affirm their individuality and set-up directions which they themselves have partially created". **(**Ibid, 1999, 75)

The third and last model comprises three items which are raising awareness, changing attitudes and transferring roles. This model is proposed by Scharle and Szabo (2000)

As mentioned in the table above, by raising awareness, learners are made aware of the pedagogical goals they have to reach and choose carefully their preferred learning styles and strategies. And using raising awareness is the initial cognitive process that enables learners to be conscious about learning objectives, define the contents, and determine the progress and variable attitudes submits to the stage of transition where students aim to change some learning attitudes according to new methods of learning.

To summarize, these three models have successfully allocated many attributes proposed in the concept of learner autonomy in development stages and according to Benson (2001); they can be used to indicate possible progression in capability from low to high the theoretical foundation based on language learning development has challenged assumptions of the non-linear development of learner autonomy. This means different attributes of learner autonomy can be developed

independently from one another. Therefore, different models have been identified by educators which are founded on the areas of learning inspection.

Concerning learner autonomy regarding area of control, there are also three basic models; the first one is a three-stage model proposed by Littlewood (1996, cited in Dang, 2012:54) it consists of autonomy as a communicator which permits to communicate in a particular situation; autonomy as a learner comprises the ability to used appropriate strategies, and autonomy as a person is to personalise learning and transmit ideas and points of views.

The second model is to deal with the autonomy of language competence, autonomy of language learning competence, and autonomy of choice and action which is suggested by Maccaro (1997 cited in Dang, 2012:55).

The last model in the area of control is proposed by Benson (2001) which consists mainly of learning management, cognitive processes and learning content. It can be concluded that these three features of the area of control have many similarities as the use of the language in order to communicate in various ways.

1.5. Learner Autonomy and Constructivism

Contemporary constructivism is a concept proposed by Dewy and Piaget; it is applied in many fields as sociology, psychology and education. Piaget's theory of constructivism emphasises on learning theories and teaching methods in order to improve the quality of education. Piaget and Vygotsky are considered as the most prominent researchers in the field of constructive theories in education. According to Piaget point of view constructivism is based on psychological development of children (cited in Wang, 2011:274) he argues; "To understand is to discover, or reconstruct by rediscovery and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition".

Here is a brief overview of Piaget and Vygotsky theory of constructivism in order to understand the relation between this theory and learner autonomy.

1.5.1. Piaget's Constructivism

Piaget was born in Switzerland in (1896-1980), he was a biologist and psychologist, he was in favour of active construction of meaning, Gray (1997:2) asserts in this sense; "knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge". Piaget was best known for his stages of cognitive development, he explained that human being passed by different stages of learning from the very beginning,

According to Ozer (2004:2) "Piaget's developmental theory of learning and constructivism are based on discovery. According to his constructivist theory, in order to provide an ideal learning environment, children should be allowed to construct knowledge that is meaningful for them".

The following table proposes Piaget's stages of development which is known as the "theory of cognitive development" which deals with the nature of knowledge and how children come to gradually acquire it. It summarises of each stage of development.

Table 1.3: Adapted from Wadsworth, Piaget's Theory of Cognitive and Affective Development: Foundations of Constructivism, 1996. Published by Allyn and Bacon (2004)

Stage	Approximate age	Characteristics
Sensor motor	0-2 years	-Begins to make use of imitation, memory, and thought. -Begins to recognize that objects do not cease to exist when they are hidden. -Moves from reflex actions to goal-directed activity.
Preoperational	2-7 years	-Gradually develops the use of language and ability to think in symbolic form. -Able to think operations through logically in one direction. -Has difficulties seeing another person's point of view.
Concrete operational	7-11 years	-Able to solve concrete (hands-on) problems in a logical fashion. -Understands laws of conservation and is able to classify and seriate. -Understands reversibility.
Formal operational	11-15 years	-Able to solve abstract problems in logical fashion. -Becomes more scientific in thinking. -Develops concerns about social issues, identity.

It can be mentioned that Piaget model of constructivism gave priority to peer learning used by children and permit to enhance learner autonomy in foreign language classrooms.

1.5.2. Vygotsky Constructivism

Vygotsky (1896-1934) was also concerned with the theory of constructivism; he asserts that learning and development is a collaborative activity and that children improved considerably in education as well as social fields. Ozer (2004:2) points out about this theory,

> "Classroom emphasizes creating one's own concepts and making knowledge one's property; this requires that school learning takes place in a meaningful context, alongside the learning that occurs in the real world….this model also promotes the active participation and collaboration of distinctive learners. The Vygotskian classroom stresses assisted discovery through teacher-student and student-student interaction. Some of the cognitive strategies that group members bring into the classroom are questioning, predicting, summarizing, and clarifying".

It can be deduced from the constructive theory as seen earlier in Piaget first model of constructivism that both Vygotsky and Piaget suggest the introduction of new concepts in classrooms as analysing the given information rather than accepting it. In this way, students' learning is enhanced.

1.6. Learner Autonomy in Foreign Language Learning

In many developed countries, autonomy has been identified as crucial to the development of durable learning and is viewed as one of the most fundamental values in modern western culture, for instance, Piaget argues that "the ultimate aim of education is for the individual to develop the autonomy of thought to create new,

original ideas rather than just recycle the old ones". (Piaget, 1965 cited in Raya, 2009:1)

Educators agree on that fact that autonomy should be considered as an aim of education within pedagogy as a discipline without neglecting the major concepts of autonomy such as self-determination, self-esteem, self-awareness, personal responsibility and maturity. However, the notion of learner autonomy focuses especially on teacher education for learner autonomy in modern language pedagogy.

Learner autonomy has been viewed in many different ways in language learning, the most significant one of the learner is seen as 'totally responsible' for all the decisions he could make for his/her learning, in other words, the student is independent and could learn alone; without the need of the teacher. However little point of view of learner autonomy is totally different, he claims that;

> "Learner autonomy should signify neither the teacher taking no responsibility nor the learner working with absolute freedom and in isolation from the teacher and peers. Being completely independent or, in other words, having a total detachment is not an indicator of autonomy**. (Little, 1990 cited in Rungwaraphong: 40)

In other words; being totally independent is not an indicator of autonomy. Moreover, Little (1991) highlights that this responsibility involves taking the control in many processes which have traditionally belonged to the teacher such as determining on learning goals, choosing particular learning strategies, evaluating and supervising the learning process.

According to Benson and Voller (1997), learners' responsibility shift requires some modifications in teachers' roles. First of all, they are no more suppliers of information; however, they act as counsellors raising learners' awareness of learning and language, and as facilitators motivating learners and helping them to acquire the skills and knowledge needed for autonomous learning (Koçak, 2003).

In other words, scholars emphasize on level of motivation, learners attitudes and use of learning strategies in independent learning, and according to Little (1995:176);

> "The importance of learner autonomy is sometimes explained in terms of a positive relation between present and future learning. Learners who accept responsibility for their learning are more likely to achieve their learning targets; and if they achieve their learning targets, they are more likely to maintain a positive attitude to learning in the future".

The main aim of independent learning in ESP classrooms is to help students become more autonomous to take control over their learning, however, it is not always simple because each student has his/her own approaches to language learning based on their age, level, learning context and so on. As a result, the learning environment doesn't always respond to their learning needs.

1.6.1. Teacher's Role in Learner Autonomy

The role of the teacher in learner autonomy is significant and complex although Heimlich and Norland take the view that, "Just like students, each teacher is unique with his own teaching methods, teachers should revise their beliefs related to educational issues and develop themselves by means of raising self-student-awareness through observation, questioning, obtaining evaluative feedback and critical reflection". (Heimlich and Norland 2002, as cited in Brown, 2003:40)

Moreover, MacLean and White describe teaching as **"**an offer for support to assist students to move through a continuum from dependence to independence". (MCLean and White, 2005:309*)*In addition to his capacity to encourage learners to express their ideas and to learn on their own; Allwright observes in this sense;

> "The teacher and student role as there is a sense in which teachers and learners are inevitably co-producers of classroom language lessons. In the promotion of learner autonomy the teacher's task is to bring learners to the point where they accept equal responsibility for this coproduction, not only at the affective level but in terms of their readiness to undertake organizational initiatives. How, in general terms, is this to be done?" (1991:6)

On the other hand, Pratt (2002 cited in Brown, 2003) lists the types of teachers in connection with their approaches as follows:

- ✓ Transmission: Teachers focus on content and determine what students should learn and how they should learn it. Feedback is directed to students 'errors.
- ✓ Developmental: Teachers value students' prior knowledge and direct student learning to the development of increasingly complex ways of reasoning and problem solving.
- ✓ Apprenticeship: Teachers provide students with authentic tasks in real work settings.
- ✓ Nurturing: Teachers focus on the interpersonal elements of student learning-listening, getting to know students and responding to students 'emotional and intellectual needs.
- ✓ Social reform: Teachers tend to relate ideas explicitly to the lives of the students.

Being autonomous do not imply that the learner does what he wants in the classroom or be free from internal control but it involves relying on himself when learning by selecting diverse techniques or methods. According to Najeeb;

> "The three basic pedagogical principles which underline autonomy in language learning is learner involvement (engaging learners to share responsibility for the learning process), learner reflection (helping learners to think critically when they plan, monitor and evaluate their learning) and appropriate use of target language; using the target language as the principal medium of language learning" (Najeeb, 2012:1240)

Besides, the teacher is asked to play different roles in order to promote autonomous learning. According to Breen and Candline (1980:99), teacher should perform the role of manager and organiser, facilitator and counsellor. They are presented as follows;

a- Teacher as manager/organiser

The teacher has the commitments to organise distinctive sorts of activities and preoccupations which are legitimate, fruitful and noteworthy to the classroom training and which will best address understudies' needs and lacks. A final goal is to respond to the students' points of interest and limits so they will be especially inspired to perform in each period of classroom activities. Regardless, the educator needs to oversee as a top need that he or she should give clear headings concerning what would anyone be able to accomplish for various activities, paying little attention to whether it is a specific role play or group discussion, which depends on students who know exactly what they are required to do.

Also, it is unbelievable for the two sections of teaching- learning procedure to accomplish their target. The part of the instructor as manager and organiser is thought to be the first and real part educator needs to play in class.

b- Teacher as a facilitator

In learner autonomy; the teacher is required to play the role of a facilitator which determine the idea that independent learning does not mean learners essentially learn all alone. Along these lines, it is the instructor duty to encourage learning and inspire his/her, students, to do their best in order to get considerable information to achieve a maximum for an effective learning.

During this approach, the teachers can help his/her students to obtain the information and abilities and persuade learner to learn effectively and independently. Therefore, learners are encouraged with assistance and guidance

while learning a language. They are supposed to take control of different obstacles encountered in learning a foreign language. Also, the teacher is expected to ensure help whenever it is needed in ESP classroom activities. All along this action, the teacher's first task is to enhance students' motivation to produce their own language and to improve their mistakes so as to support them to build up their appropriate learning approaches. As a guide to, teachers could also introduce some learning materials as; English books and magazines and, some useful websites to learners. In order to motivate learners, teachers have the duty to select the materials for his/her students according to their needs and which can be used to arouse learners' interest. Also, they should provide learners with help when needed in any moment during the learning process.

c- Teacher as Counsellor

The role of the teacher as a counsellor is to guide students and help them accomplish more proficient learning. This role can be acknowledged by a method for helping learners to become self -monitoring, and achieve their needs and goals also to provide them with necessary knowledge and promote them to be autonomous learners. Richards and Rodgers argue in this sense; "The teacher-counsellor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback**."**(Journal of Sociological Research, 1986:78). Furthermore, Yu (2006) cites in Holec (1985) and Nunan(1997) suggest some features for the teachers to encourage learners to become autonomous in classrooms which are as follows:

- ✓ Awareness of pedagogical goals, contents, and strategies;
- ✓ Active involvement in the learning;
- ✓ Intervention while modifying and adapting personal goals, learning style and strategies;
- ✓ Setting up personal goals and plans;

- ✓ Transcendence move beyond classroom;
- ✓ Awareness of responsibility and motivation;
- ✓ Independent learning task;
- ✓ Monitor and evaluate learning;
- ✓ Acquire needed skills and knowledge. (cited in Richards and Rodgers, 1986:77)

The above characteristics are undeniable for the implications learners have to apply in their learning by adopting different strategies; furthermore, the student is aware of the goal he/she should reach.

It should be mentioned that teachers' role in learner autonomy is significant; therefore, he/she should shift from organiser to facilitator and counselor in only one session and according to student's needs.

1.6.2. Student' Role in Learner Autonomy

Before dealing with the definition of an autonomous learner, it is important to start with student perceptions of learning and understand their responsibilities. Autonomy has been defined in various manners and characterized in different ways by researchers thus; Littlewood (1999:71) sets up two main features of learner autonomy which are as follows:

1-Students should take responsibility for their own learning. This is both because all learning can in any case only be carried out by the students themselves and also because they need to develop the ability to continue learning after the end of their formal education.

2-'Taking responsibility' involves learners taking ownership(partial or total) of many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods, and evaluating the process.

Furthermore, Spratt et al. (2002) indicate that leading learners to learn independently should be the second step following their being a volunteer to learn autonomously in classrooms**.** Meanwhile, Murphy (2008) attests that it is possible for language learners to improve their capacity for autonomy; she adds that "the success of fostering autonomy depends on the extent to which learners practice language learning strategies and gain confidence in using them so as to make meaningful preferences".(Murphy, 2008:50)

Moreover, Dam (1995 cited in Sakai: 2) points out that a gradual move from teacher-centered teaching to a learner-centered class is required in order to improve learner autonomy in the classes.

The table below proposed by Sinclair (2000) shows the different roles adopted by the teacher in order to encourage his learners towards an autonomous learning; most importantly we can conclude that students should use different strategies for an independent learning.

Table 1.4. Approaches for Implementing Learner Training (Sinclair, 2000:5)

Teacher-Directed	**Teacher-guided/Learner-Decided**	**Learner-Directed**
Teaching of discrete sets of cognitive behaviours	Teacher-guided discovery by learner of personally suitable learner strategies	Learner-directed discovery of personally suitable learning strategies
Definite pre-planned syllabus of training	Systematic, objectives partly pre-planned, partly negotiated over time	Syllabus is not pre-planned but negotiated and organic
Objectives based on demands of learning situation	Objectives based on needs of learners	Group and individual learner responsibility for all learning decisions
Learners all do the same thing at the same time	Class activities lead to individual learners taking responsibility for final learning decisions	Learners do what they want to do
Teacher controls all aspects of learning	Teacher acts as guide	Teacher acts as facilitator
Emphasis on improvement of product	Explicit it focuses on the processes of learning	Implicit focus on the processes of learning

1.7. Autonomy and Motivation

Linguists are particularly interested in how to enhance learner autonomy and motivation in second/Foreign language learning and have attracted numerous researches especially in the field of teaching a foreign language. The relation between motivation and autonomy is considered as very complex; Humphreys& Chan (2002) insist on the role of motivation in enhancing autonomous learning.

According to them, motivation is a key factor to influence students' ability for autonomy; therefore, teachers should focus on motivation before training their students to be more autonomous. It should be mentioned that other linguists believed that autonomy comes first as mentioned by Deci&Ryan (1985). Although Dornyei argues "Motivating students is seen by teachers as one of the most serious sources of difficulty*" (*Dornyei, 2001 cited in Wachob: 95).

In the classroom, students' motivation depends on other determinant elements that may affect learning, among them how they perceive their own achievement (Masgoret& Gardner, 2003). Other characteristics consist of students' impression and importance towards autonomous learning, in addition to classroom methodology, particularly diversion and attractive approaches. It is important to emphasise on the vision of the student towards their teacher and especially in classroom activities such as speaking and test taking. In this case, it is impossible to isolate motivation from other factors. Therefore if a learner will succeed each time in his/her studies, he will make much more efforts to do better and it is similar for the opposite case. In other words, the perception of failure de-motivates. Therefore Garcia and Pintrich (1996:477) state that; "Autonomy was found to be more closely related to motivational factors than to performance and…seem(s) to foster intrinsic goal orientation, task value, and self-efficacy, all of which are critical components of 'continuing motivation".

The most common point shared by approximately all the teachers is that they feel confused by students de-motivation. In other words; learners' motivation is highly connected to learner autonomy. Furthermore, Research has demonstrated that students' independence in learning depends largely on their motivation and is able to make important academic choices. When the student is giving the ability to select specific methods or strategies may contribute greatly to effective learning. In other words, learners feel that they have control over their own learning. Therefore, it may help them develop awareness of other expectations and motivation. In this sense, students are involved in an efficient learning.

1.7.1. Intrinsic and Extrinsic Motivation

The work of Deci and Rayn (1985) reveals a significant relation between motivation and autonomy. Two types of motivation have been identified which are intrinsic and extrinsic motivation. Many investigations have been done in this field which led to differentiate between them, and shed important light on both developmental and educational practices. Intrinsic motivation is an important concept, which allows to humans to learn and assimilate. Intrinsic motivation comes from within the individual; thus, a person may be motivated by the enjoyment of the learning process itself or by a desire to make himself feel better. In this respect, Deci notes that, "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward". (1975:23)

However, extrinsic motivation is argued to vary considerably in it relative autonomy and thus, can either reflect external control or true self-regulation. It is caused by any number of outside factors as indicated by Brown, (2000:164) "On the other hand, extrinsically motivated behaviours are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback".

Deci and Ryan (1985) claim that intrinsic motivation is directly linked with autonomy and leads to more effective learning where the learner has an evaluation of self- determination. Their theory is based on self -determination which leads to intrinsic motivation, according to Dickinson; "An effective learning is achieved both through learners being intrinsically motivated and through the learners operating in autonomy supporting and informal conditions, and that these conditions will themselves enhance intrinsic motivation ".(1995:5)

In other words; learning will be effective only if the learner will be intrinsically motivated, "people who are intrinsically motivated in doing an activity are doing it for its own sake rather than because of external pressure or promise of reward of doing it".(Ibid, 1995:4)

EXTRINSIC MOTIVATION

Amotivation | External | Introjected | Identified | Integrated | **INTRINSIC MOTIVATION**

Internally Regulated

Low Autonomy
Low Sense of Control
Low Competence
Low Relatedness

High Autonomy
High Sense of Control
High Competence
High Relatedness
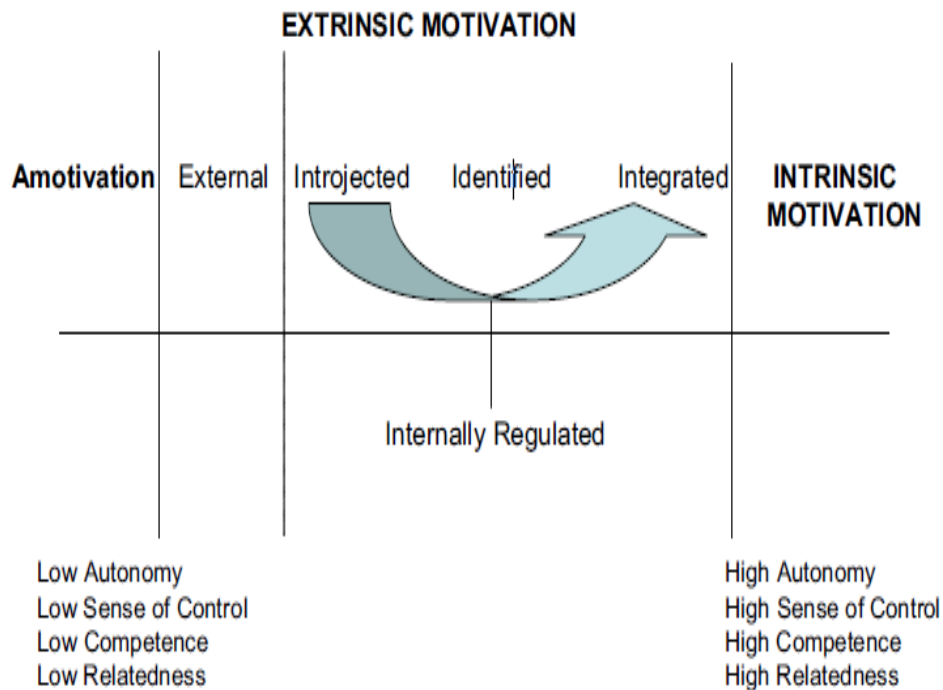
Figure 1.1: Motivation Continuum (Ryan &Deci 2000:61)

This figure is about a difference between intrinsic and extrinsic motivation, self-determination theory suggests that everybody has fundamental necessity for autonomy, competence, and relatedness (Deci& Ryan, 2000)

1.7.1.1. Self -Determination Theory

This theory is a theory of motivation which was first developed by Deci and Ryan and elaborated by many researchers all over the world. The aim of Self-determination theory is "supporting our natural or intrinsic tendencies to behave in effective and healthy ways" as claimed by Chambers (2014:693).

Deci and Ryan, 2008:182) define self- determination theory as; "An empirically based theory of human motivation, development, and wellness. The theory focuses on types, rather than just amount, of motivation, paying particular attention to autonomous motivation, controlled motivation, and amotivation as predictors of performance, relational, and well-being outcomes".

In other words, Self-determination theory has three fundamental characteristics which are presented respectively as motivation, development, and wellness. The theory therefore, focuses on different kinds of motivation, especially autonomous motivation. The theory identifies three innate needs which are:

- ✓ Competence
- ✓ Relatedness
- ✓ Autonomy
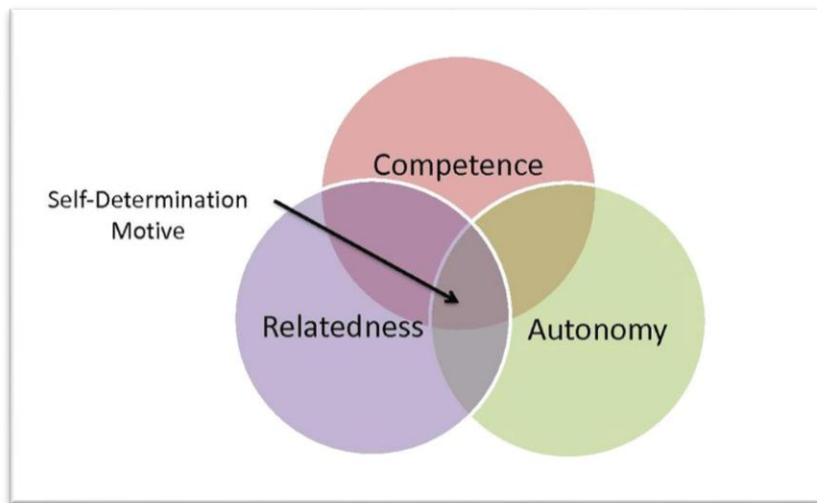
Figure1.2. Human needs and the self-determination of behaviour, (Deci

& Rayan, (2000:227)

First, competence refers to feeling effective in one's on-going interactions with the social environment and expresses capacities. Then, relatedness refers to feeling Connected to others; it reflects the integrative tendency of life. Finally, autonomy refers to being the perceived origin of one own' behaviour, autonomy concerns acting from interest and integrated values. (Deci and Rayn, 1985 cited in Chen, 2009:17)

According to Deci and Ryan; "Self-determination theory begins by embracing the assumption that all have natural, innate and constructive tendencies to develop an ever more elaborated and unified sense of self". *(*Deci and Ryan, 2002: 5)

In Self-Determination Theory (Deci& Ryan, 1985), we distinguish between

different types of motivation based on the different reasons or goals that give improvement to an effect. The most fundamental difference between intrinsic and extrinsic motivation is that intrinsic motivation is concerned with accomplishing tasks because we are interested in them. However, extrinsic motivation refers to accomplishing something since it prompts to a beneficial outcome. According to self-determination theory people can be intrinsically or extrinsically motivated; intrinsic motivation occurs when students perform an action because of their interest, enjoyment, and satisfaction in doing so, they expect no separable consequence and require no external contingencies in order to perform that action Deci et al (1996) extrinsic motivation students however, perform an activity with the expectation of separable consequences such as receiving a reward, avoiding punishment, or gaining acceptance.

Self-determination theory claims that autonomy should not be viewed as the opposite of dependence (Deci& Ryan, 1985). Rather, it is a "feeling of volition that can accompany any act, whether dependent or independent, collectivist or individualist" (Ryan &Deci, 2000: 74). The relation between autonomous learners and the absence of the teacher or learning at home, with a computer, can be regarded as a "misconception" (Smith, 2003). Thus, autonomous learners are not expected to be completely independent of the teacher.

According to Benson's view of autonomy in learning, is in accordance with self - determination theory, he argues that" the concept of personal autonomy in which 'individuals must strive to lead autonomous lives and society must strive to respect the freedom such lives require". *(*Benson, 2008:18)

Nunan points out that "autonomy is not all or nothing concept, that there are degrees of autonomy". (Nunan, 1997:192) However, Deci and Ryan argue that *"*self-determination is integral to intrinsically motivated behaviour and is also in evidence in some extrinsically motivated behaviour*".* (Deci and Ryan, 1985:38) they add in this way that;

"Self-determination is not only as a capacity, but also a need which embodies a basic, innate propensity to be self-determining that leads organisms to engage in interesting behaviours, which typically has the benefit of developing competencies, and of working toward a flexible accommodation with the social environment". (Ibid)

In fact, there are many studies which attempt to link between intrinsic motivation and autonomous forms of extrinsic motivation to positive academic performance. Furthermore, motivation and autonomy are individual as well as social behaviour which requires interaction with other variables.

1.7.2. Attitudes to Autonomous Learning

Attitudes have a significant impact on language learning and is directly related to motivation, therefore, it can be pointed out that "Attitudes towards language learning have a profound influence on learner's behaviour", as described by *Webster's Revised Unabridged Dictionary* (1913:2) defined *attitude* as "a complex mental orientation involving beliefs and feelings and values and dispositions to act in certain ways." A number of factors are considered when dealing with attitude; confidence, self-esteem motivation, anxiety, autonomy and responsibility. There is an interaction between all the elements, and cannot be studied in isolation. According to Gardner "motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" he considers "attitudes as a component of motivation in language learning. (Gardner, 1985:10)

However, Wenden (1991:53) proposes a broader definition of the concept "attitudes";

> "As 'learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding'. For her, two kinds of attitudes are crucial: attitudes learners hold about their role in the learning process and their capability as learners".

He states that the term attitudes includes three components namely, cognitive, affective and behavioural. A cognitive component is made up of specific thoughts and ideas about attitude. The second point deals with feelings of a learner towards a language. Finally, the last point which is the behavioural component refers to learner behavioural towards the language. Attitude may play an essential role in language learning as it may influence students' success or failure in their learning. Concerning student attitudes towards learning a foreign language, it is essential to remember that;

> *"The attitude which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language*". (Starks &Paltridge, 1996:218)

There is a great amount of research on attitudes towards different languages, and towards different varieties of English and other foreign languages therefore, diverse characteristics of attitudes have been investigated such as the link between attitudes and motivation, attitudes and learning strategies, attitudes and culture and many others. Brown suggests that **"**Attitudes are 'part of one's perception of self, of others, and of the culture in which one is living [or the culture of the target language". (1987: 26).

It is evident that positive attitudes contribute greatly to increase motivation, while negative attitudes display negative results. Moreover, it is important to know the relation between attitudes and autonomy, more exactly students' attitudes towards autonomous learning; it is clear that students attributed an important role to teachers and perceived that cultural knowledge affects positively or negatively learners' attitudes towards autonomous learning. The trend towards promoting learner autonomy and independence is enhanced especially by the availability of

self- study material such as multimedia rooms, labs and nearly each student possesses his/her laptop where a lot of books and information are available which lead to increase self- independence of learners at the higher establishment.

1.7.2.1. Teacher's Attitudes

Language learning emphasises on the shift from teacher-centred to student centred-approach, however, many ESP classes are still teacher- centred because the teacher is reluctant to change his/her role to a monitor. The problem is that the teacher is affected by his own learning and experience during the last years. Thanasoulas discusses the teacher's role as;

> "One encouraging the learners to experiment, to make hypotheses and to learn to learn on their own. The teacher is, in a sense, between a transmission (subject disciplines, content and standards of performance) and an interpretation teacher (learners' needs, a permissive model and knowledge as thought organiser, interpretation of facts), taking place in the world around them". (Thanasoulas, 2000 cited in Boyno: 42)

Ishihara and Cohen (2010) believe that teacher knowledge is composed of:

1. Subject matter knowledge (e.g. how English grammar works).

2. Pedagogical knowledge (e.g. how to teach and assess).

3. Pedagogical content knowledge (e.g. how to teach writing).

4. Knowledge of learners and their characteristics (e.g. how they tend to respond to a group and individual tasks).

5. Knowledge of educational contexts (e.g. whether the L2 is a second or foreign language at the elementary, secondary or post-secondary level).

6. Knowledge of the curriculum and educational ends (e.g. whether/how the content is integrated into language learning)

In order to create an autonomous atmosphere, teachers should change text books, syllabus and materials as mentioned by Gardner "change should occur on three levels, materials, actions and beliefs"(Gardner, 2008 cited in Asgari, 2013:488)

Autonomy closely refers to the learner's approach to the learning process; teachers in this case can find difficulties especially for teachers who are accustomed to a formal teaching. It is not evident to make teachers change their attitudes and beliefs which are based on their experience of many years; this is why; it is important to give a special training to the teachers about autonomous learning before they deal with it.

Benson states in this sense "Whatever your pupil knows, he should know not because you have told him, but because he has grasped it himself"(Benson, 2001:24)Teachers need to develop useful learning strategies which may help students be cooperative as well as independent at the same time.

The following table demonstrates how a teacher could promote his/her students with an autonomous learning. Therefore, some different approaches to learning are suggested by researchers as Oxford, Gardner and Rubin and Thompson.

Table 1.5. Specialist Approach to Fostering Autonomy, (H.Reinders, 2010:44)

Approach	Involves	References
Learning training	Specific courses or short courses where the focus is on developing skills for independent learning and raising students' awareness of the importance of learning outside the classroom. Such courses usually include strategy instruction and often also include general study skills rather than language learning skills only.	Rubin and Thompson, 1994
Strategy instruction	Often offered as part of regular classroom teaching, and sometimes offered as specific classes or short courses on language leaning strategies.	Maccaro; 2001 Oxford; 1990
Self-access	Often considered the most common way of implementing autonomy: the provision of a self- access centre or online self-access materials usually involves making available resources for independent learning and staff support	Gardner and Miller; 1990
Language advising or language counselling	A type of language support whereby a teacher and a learner meet to discuss the learners' needs and progress, and where the adviser offers feedback, recommends materials and helps the learner to plan their learning.	Mozzon- Mc pherson and Vismans, 2001
Specific tools	Many institutions have developed tools for management of the language learning process that often aim explicitly to foster learner autonomy…some have developed on-line learning environments that offer materials for self-study, tips for independent learning and opportunities for staff and student communication.	Portfolio: Ekbatani and pierson, 2000 online learning environments, White , 2003 Tandem learning schwienhorst 2007

1.7.2.2. Student's Attitudes

It should be mentioned that in the educational field, the term 'Learner autonomy' has been a main topic over the previous years. Attention has moved from teacher-centred learning to student centred learning with promoting flexibility in time table and syllabus. Gardner regards attitudes as an important constituent of motivation in language learning. He states *"motivation…refers to the combination of efforts plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language***"** (Gardner, 1985:10).

Learning a language is closely related to the attitudes towards the language (Starks and Paltridge, 1996) in addition, Krahan states that **"**positive language attitudes let learner have positive orientation towards learning English**"**, he also suggests "attitudes may play a very crucial role in language learning as they should appear to influence students' success or failure in their leaning".*(Karahan, 2007:84)*

Table 1.6. Adapted from Brandes and Ginnis, 1992 cited in Scharle & Szabo , 2000: 6)

Traditional attitudes	**Students centred- attitudes**
I have all the information.	The syllabus, the exam, and the information are here for us to share.
It is my job to transmit knowledge to you.	I am not the fount of all knowledge.
I'm responsible for your learning.	You are responsible for your learning.
It is my job to make sure that you work.	I am here to facilitate your learning by providing resources and support.
As the adult and the professional, I have the expertise to make the right judgements and decisions about your learning.	I trust that you want to learn and will take responsibility for your own learning.

We can understand from this table the students-centred attitudes which are somehow different from the traditional ones. The way learning is perceived by students may cause changes in students' attitudes towards learning.

In fact, according to Mackness, an autonomous learner should cope with the following characteristics which are:

- Show responsibility for their own learning;
- Show initiative;
- Are reflective;
- Are self-aware in relation to their own learning;
- Are intrinsically motivated;
- Are adept at taking/making decisions;
- have specific skills and strategies for managing their learning;
- are critical and analytical thinkers;
- know how to ask questions (and ideally good questions);
- are good at filtering and selecting the information they need;
- navigate the web;
- Technically adept. (Mackness, 2011:1).

Training students for autonomous learning is as to improve their capacity to work independently as demonstrated by Harmer (2007:396)

"Learner training is a first step on the road to self-directed learning. Together with activities where students are encouraged or even (sometimes) forced to take responsibility for what they are doing; learner training gives those who are prepared to take it the possibility of real autonomy".

Moreover, an autonomous learning begins with a positive attitudes from both sides; teacher and students in order to make learning desirable and cooperative as well as making teaching methodology which enables a learner to take control of learning

task as cited by Benson and Voller (1997) "learner became powered to engage in learning independently".

It is clearly evident that an autonomous learner should possess some features as being independent, motivated to learn and have the desire to take the responsibility of relying more on themselves than on the teachers. Dickinson (1993:330-331) identifies five characteristics of independent learners:

1. They understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices;

2. They are able to formulate their own learning objectives;

3. They are able to select and make use of appropriate learning strategies;

4. They are able to monitor their use of these strategies;

5. They are able to self-assess, or monitor their own learning.

1.8. Learning Strategies

Learning style and strategy is a student's approach to learning and using information, it focuses on making students more active learners and successful ones. Among the main factors that help students learn a second or foreign language; Shekan describes learning strategies as follows;

> "Learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so'. To a greater or lesser degree, the strategies and learning styles that someone adopts 'may partly reflect personal preference rather than innate endowment" (1998: 237)

On the other hand, Oxford states that "a foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted*". (2003:1)In other words, there are many factors that prevent students from learning a foreign language as culture, attitudes, and materials and so on. When learning a second or a foreign language; learners should use some of their strategies which are defined as; "Specific actions, behaviours, steps, or techniques such as seeking out conversation partners, or giving oneself

encouragement to tackle a difficult language task used by students to enhance their own learning".(Scarcella & Oxford, 1992:63)

A strategy is helpful for the student only if he/she uses it in the following conditions which are:

- The strategy relates well to the L2 task at hand;
- The strategy fits the particular student's learning style preferences to one degree or another;
- The student employs the strategy effectively and links it with other relevant strategies.

When all these conditions are met; learning will be easier, faster, more enjoyable more self- directed, more effective, and more transferable to new situations. (Oxford, 1990:8)

Queensland's LOTE curriculum (Queensland School Curriculum Council argue in this sense;

> "Learners reflect on their language learning and its role in a culturally diverse society and world. Through reflection on what and how they have learnt, students become strategic learners able to consciously direct and monitor their own learning. They are equipped, therefore for lifelong, independent learning". (2000:3)

It implicates that students will acquire:

- Reflective attitude towards their language learning and their first language;
- A repertoire of language learning strategies that can be applied to life-long Learning;
- Creative thinking and problem-solving abilities.

It is important for the student to use his/her own strategy that reflects his/her basic learning styles and to facilitate learning. Oxford (1990:48) identifies six major groups of L2 learning strategies:

1. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, and synthesising.

2. Meta-cognitive strategies (e.g., identifying one's own preferences and needs, planning, monitoring mistakes, and evaluating task success) are used to manage the learning process overall.

3. Memory-related strategies (e.g., acronyms, sound similarities, images, key words) help learners link one L2 item or concept with another but do not necessarily involve deep understanding.

4. Compensatory strategies (e.g., guessing from the context; circumlocution; and gestures and pause words) help make up for missing knowledge.

5. Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself, and using deep breathing or positive self-talk, help learners manage their emotions and motivation level.

6. Social strategies (e.g., asking questions, asking for clarification, asking for help, talking with a native-speaking conversation partner, and exploring cultural and social norms) enable the learner to learn via interaction with others and understand the target culture.

Many attempts have been made by researchers in order to find what are the techniques and strategies used by the learners. In this sense, Rubin (1975:43) points out strategies as techniques or devices which a learner may use to acquire second language knowledge". Moreover, Naiman et al. find out in their research in Canada that; "Good language learners take advantage of potentially useful learning situations, and if necessary create them. They develop learning techniques and strategies appropriate to their individual needs". (1983:406).

According to O' Malley and Chamot "learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to

do so*" (1990:1). It is clear that learner autonomy consists of student awareness when learning a second or foreign language and should identify his/her proper strategies and methods, nonetheless students are not always aware of the usefulness of using strategies in the learning process. This is why, all that teachers can do is to make their students aware of their own strategies, offer them a variety of strategies and provide them with opportunities to consider the effect of these methods on their proper learning styles.

In the table below, Oxford (1990) mentions the three kinds of indirect learning strategies which are meta-cognitive strategies, affective strategies and social strategies, they are presented as follows:

Table 1.7. Oxford's Indirect Learning Strategies (1990:146 cited in Okazaki)

Meta-cognitivestrategies	Affective strategies	Social strategies
Making learning Center Over viewing and linking with already known material 2- Be careful 3-Delaying speech production focus on listening B- organize and project studies 1-discover about language learning 2-arrange 3-determine objectives 4-recognise the purpose of a language duty 6-looking for opportunities to practice the language C-self assessment 1-self-monitoring 2-self-evaluating	A-Decrease Anxiety 1-Using progressive thinking 2-Using fun to learn B-Motivate yourself 1-Be positive 2-Take opportunities 3-Rewarding yourself C-Be attentive and careful with your body 2-Using a checklist 3-writing a language diary 4-discussing your feelings with someone else.	A-Asking questions 1-Asking for clarifications or verifications 2-Asking for correction B-Cooperating with other 1-Cooperating with peers 2-Cooperative with proficient users of the new language C-Empathising with others 1-Developing cultural understanding 2-Becoming aware of others thought and feelings

1.9. Conclusion

This chapter emphasises on the definition of learner autonomy followed by its characteristics, models and learning strategies. Learner autonomy has different meanings with different interpretations, however, Holec definition to learner autonomy which is 'the ability to take charge of one owns' learning' seems the most suitable in this research paper. Nonetheless, in ESP classrooms motivation to learn the English language is considered as a key factor, we can't deal with learner autonomy without motivation. Success or failure in learning English is related to motivation, this why, an important part of the first chapter is devoted to motivation with its different kinds. It is concluded that students learning English for specific purposes at EPST should deal with motivation in order to improve their learning and to be autonomous learners.

Notes to Chapter One

Holec was the father of Learner Autonomy, this concept was initiated in 1981, Holec states about learner autonomy" is the ability to take charge of one's own learning. This ability has a potential capacity to act in a given situation, in our case learning and not the actual behaviour of an individual in that situation." (Holec, 1981:3)

CHAPTER TWO

Methodology of Research

Chapter Two*:* Data Collection

2.1. Introduction

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2.6. Conclusion

2.1. Introduction

Nowadays, universities and higher institutions throughout Algeria especially at the Preparatory School of Sciences and Techniques, Tlemcen have invested in technology and research and thus; to support teaching and enhance students' learning. This chapter deals with the methodology of our investigation; the mixed-methods approach is adopted to fulfill this aim. The goal of this research is to describe, collect and analyse data. The present study consists of three main sections which deal with methodology of research which are respectively; classroom observation, interviews and questionnaires administrated to the second year ESP students at the Preparatory School of Sciences and Techniques of Tlemcen, in addition to assessment which contributes in this research work as an important step in order to demonstrate the capacity of autonomous students at the EPST.

The first part of the chapter starts by a descriptive way of the learning process which takes place at the EPST school of Tlemcen. It also deals with the description of the procedure of data collection which consists of four research tools; here the researcher will collect considerable data in order to explore the influence of motivation on learner autonomy in the ESP classrooms at EPST.

2.2. Background of the Educational System in Algeria

Algeria has a wide range of universities and institutions of higher education which include different fields of studies and specialised teachers in many areas. According to National TEMPUS Office Algeria (2012), "Higher education is given by universities, national schools and instructor preparing establishments which are established by the Ministry of Higher Education and Scientific Research".

Therefore, the primary concern of higher education field is education and favourable learning programme which is established in each field of study. Durkheim asserts that education is defined as;

> "Education is the influence exercised by the adult generations on those who are not ready for social life. Its object is to arouse and develop in the child a certain number of physical, intellectual and moral states which are demanded

of him by both the political society as a whole and the specific milieu for which he is specifically destined".(Durkheim, 1956:71)

According to Clark (2006), the expansion of capitalism has resulted in economic as well as socio-political changes. The consequences of these changes are complex social problems that need to be addressed. As far as Algeria is concerned, the year 1960 and 1970 show a significant turning point in history, therefore, as a post-colonial country, Algeria embarked on a "socialist" development programme led by the state. This process resulted in the formation of one of the largest state industrial sectors in the third world. This strategy of development that led to a major social transformation has always been influenced by international capitalist market relations, who gradually shaped the Algerian "socialist" development experience to become part of the new international economic order, thus, playing a role in the globalisation process. "The democratisation of school should be able to ensure the education for all. The democratized education is a mass education". (National Commission on the Reform of Education". (25, 1970:10)

By globalisation, it is meant the historical process of the internationalisation of manufacturing, trade and services led by transnational corporations. It is a process driven by the pursuit of cheaper labour, raw materials, and fewer government regulations. It is important to take into consideration the cultural impact of globalisation (through trade, communication and transportation) in the Third World, and thus, to change from the classical method of implementations to creating new ones. This process of globalisation is a result of successive efforts of the West to "globalise" the world economically and culturally.

Facing tremendous economic problems and social pressure, the state abandoned this economic development strategy by privatising the state industrial sector in order, to adapt to globalisation and find a place in the new global system.

The Algerian university adopted a series of reforms which took place in the first the 70s, the second in the 80s and the last in the late 90s (Barka, 2003).

1. The 1970s: the restructuring of faculties into institutes: the ILVE era, Institute of Foreign Living Languages, or the transition from "Belles Lettres" to the instrumental language.

2. The 1980s: the ILE (Institute of Foreign Languages) era, a period of great convictions in the myth of integration of the languages of science and technology, recognition of the instrumental language.

3. The 1990s: back to the previous faculty of arts and languages where the foreign languages lose their inherent specificity: they are reduced to a functional language.

The University of Tlemcen Abou Bekr Belkaid   was founded in 1989; it has been one of the foundation universities undergoing expansion and developments during the last forty years and among the best universities in Algeria (Times Higher education, 2016). The faculty of foreign languages especially contains four departments; English department, French department, Spanish and Translation departments.

According to LE Quotidien d'Oran;

"The university "Abu Bekr Belkaid" Tlemcen is among the most successful higher education institutions in Algeria, having gained a good reputation in science and technology, thanks to its good human potential training and research. Initially, it was only a single university centre founded in 1974, this scientific and cultural institution, which began a real change, was converted into a university in 1989". (10.09.2014)

2.2.1. Classical System

Before the introduction of the LMD system in universities, Algeria had a system known as the '***Classical System'***Under the Classical System; the curriculum includes of a long cycle (04 years) and a short cycle (03years).

The long cycle is generally a preparation to the License degree while the short cycle leads to a Diploma of Applied Academic Studies (Diplômed'Etudes Universitaires Appliquées), although in certain cases it may be consecrated by a License degree.

The classical system in post-graduate degree involves two levels (Bologna process, 2012);

- ✓ A first cycle leading to the Magister degree in most specialties, to the DEMS (Diplômed Etudes Médicales Spécialisées) or to the Diplôme de Post Graduation Spécialisée (DPGS). Registration to this level is contingent on success at a national competitive entrance examination.
- ✓ A second cycle leading to the Doctor's Degree. Registration to this level requires a graduation First Cycle degree under the above specifications.

The table below is a clear representation of the years of study before the implementation of the LMD system proposed by Soulimane (2010)

<ins>Before the implementation of the LMD System</ins>

Table 2.1. The Classical System Soulimane, (2010:45)

Period of Graduation	Period of Post-Graduation	
B.A (4years)		
Engineering (5years)	Magister (3years)	Doctorate (5years)
DES (4years)		

2.2.2. LMD reform

The LMD framework was presented in Algeria in the Academic year 2003-2004, it has known significant changes on the level of instructing with a point of modernising diplomas and to orchestrate and arrange the courses of development on the level of advanced education with the measures and the frameworks generally progressed. These progressions are the consequence of the new marvel which is known as the modernisation. This new reform intends to fortify amongst college and the world job.

The Algerian structure of college degrees is under change with the conventional framework, demonstrated on the French structure, to be step by step supplanted with a three-level framework regarded to be mostly perfect. The change, known as the "L.M.D," is set to present a degree structure in view of the new French model of Bachelor's, Master's and Doctorate degrees (License, Master, and Doctorate) as specified by Clarck (2013).

The University of Tlemcen 'Abou Bakr Belkaid' is among the first universities in Algeria to have adopted the new educational system 'LMD' whose main objectives are:

- Improve the quality of university education

- The adequacy between university education and the world job

- Development of academic training vocationally.

As each system, the LMD system has it perspectives and the most important objectives of the LMD reform are to improve the legibility of diplomas and make the students training programmes more flexible. In the case of our research, it is noticed that the LMD system was introduced in the department of foreign languages of the academic year 2006/2007; four years later this new system is taking place to eradicate the classical system.

The LMD system aims are as follows:

- To allow for the comparison and harmonisation of European qualifications.
- To promote student mobility.
- To improve the proficiency of the employment market.

It sets out to achieve these aims using three different strategies:

- By organising study around three levels.
- By defining programmes of study.
- By using a credit system (ECTS or *European Credit Transfer System*) to recognise skills and knowledge. (Clarck,2013)
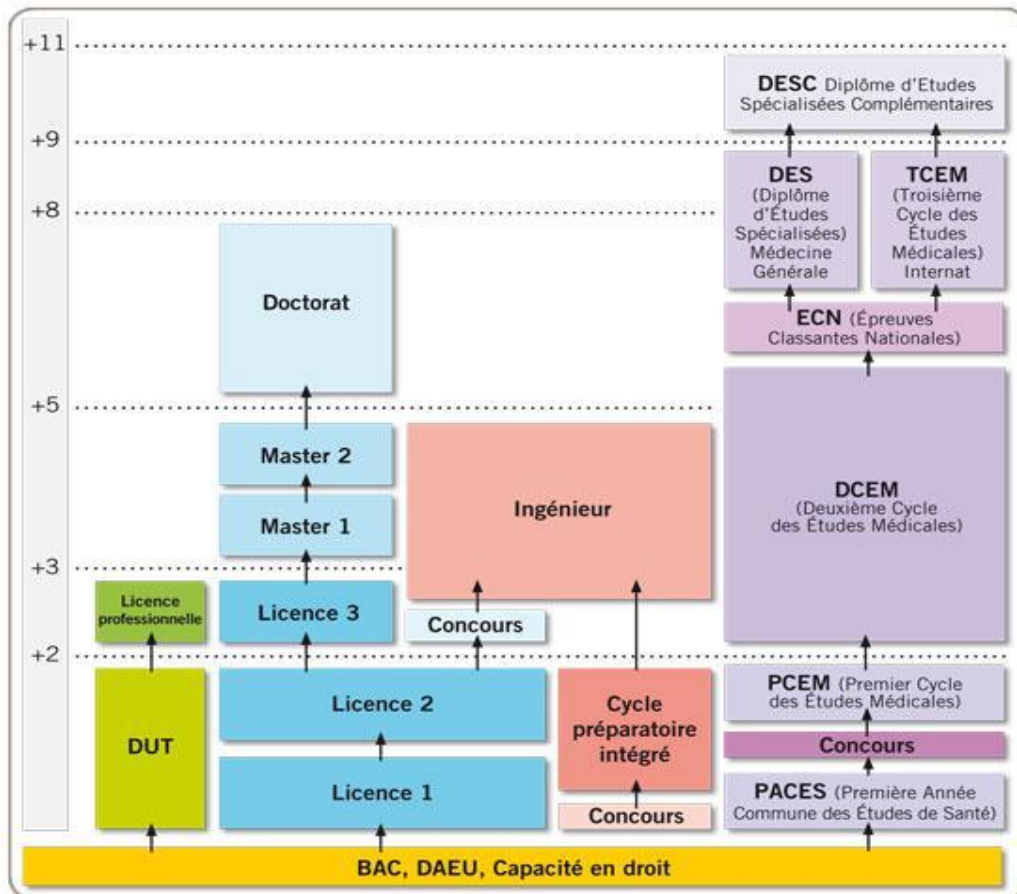
Figure 2.1: Implementation of the LMD System in Algeria (Clark, 2006:18)

Many changes occurred in the Algerian education since 1962 where training was very selective during this period of post-colonialism; however, a significant change happened in the year 1963 with the creation of the ministry of education where a process of building a comprehensive and open national instruction framework was established.

After that, numerous changes happened to start by the presentation of the nine-year fundamental instruction program in 1971. Further changes in 1976 expanded the time of obligatory training from six years to 10 years while likewise ensuring that instruction at each level is free to all. Therefore, the reforms of 1976 gave education the right to be the exclusive domain of the state. Responding to a need to lessen the weight on the state, the legislature passed an official declaration in 2004 that altered the 1976 changes and expressly took into consideration the foundation of private establishments of training under very much characterised directions. Private institutions in Algeria still remain, be that as it may, especially a beginning industry. The Ministry of National Education is in charge of the supervision of fundamental and secondary education.

After 10 years of implementation of the LMD reform, scholars and educators have noticed many lacks and many universities started questioning the efficiency of the new system, therefore, we can notice in various news-papers like El Watan (2009) as mentioned below;

> "This is why that in Algeria, it is important to critisise the LMD system, to make clear the real stake in order to know the reality about the LMD system makes by the Algerian politicians inspired by the European politicians".

Or the criticism done by lecturers of universities as Bouhadiba's article on the LMD system in Algeria; the case of English;

> "At that time, the general tendency was that many teachers and students started being doubtful about the efficiency of the reform. The old 'classical system' which is surviving with great difficulties in some universities has also known serious obstacles in terms of human and material resources. Its co-existence with the new system added many others". (2012:4)

It is important to say that the LMD system was introduced in Algeria in 2004 but without a real preparation neither pedagogically nor materially as mentioned by UGEL (2006)

According to UGEL*,* "the application of the new system LMD is confronted to many educational and organisational obstacles. And this is due according to the students to the introduction of the new system without a real preparation, neither educational nor material*".*

However the higher education faced many changes mainly in higher education institutions; the University of Abou Bekr Belkaid- Tlemcen- was among the first universities in Algeria which have adopted the new system called the LMD system, it was introduced in 2004 and the main concern of this reform is;

- Improving the quality of university education;
- Adequacy between university education and the needs of the working world;
- Development of academic training vocationally.

Like all the faculties of the University of Abu Bekr Belkaid, the faculty of foreign languages adopted this system. Several changes occurred during the following years as mentioned by Megnounif; **"**With systematical approach, the LMD is designed so that all system components, including teachers and students, have become involved in training and are no more spectators as in the "classical" system"(Megnounif, 2013:2).

Compared to the classical system, the LMD reform aims to involve both teachers as well as students in the learning process. Megnounif adds in this way;

> *"The teacher has the opportunity to offer training courses tailored to the available resources and skills based on a pedagogical team and the student has the opportunity to choose the path that suits him. The student participates actively in his training; a number of hours are therefore restricted to the training outside the university. In addition, the student is better supported through a tutoring system in which the accompaniment is more active". (2013:2)*

2.3. Description of the Preparatory School of Sciences and Techniques-Tlemcen

The Preparatory School of sciences and techniques of Tlemcen was initiated in 2009 by the ministry of higher education and scientific research as and fulfillment programme all over the country. The objective of this institution is to provide students who get their baccalaureate exam a high-level training in scientific and technical disciplines to prepare them for entrance exam to major engineer's superior schools.

It should be mentioned that the students who enter this school come from different Wilayas/departments of the country and most importantly they have good marks in the Baccalaureate exam; in other words; the EPST School enrolls the best students also called the 'Elite'. Therefore, the ESPT School objectives are:

- ✓ To provide training missions of science and technology.
- ✓ To prepare students for the 2nd Cycle provided by schools outside university particularly in the area of specialty.
- ✓ The educational programme given to the students is adapted to their needs in sciences and technology.
- ✓ Students who get the final exam called the national exam are admitted to the superior schools of Engineering called 'Les Ecoles Superieures'

Students who are not admitted to the national exam or to the second cycle provided by the schools are shifted to University or other institutions.

The EPST contains six departments which are listed as follows:

1. Department of Physics
2. Department of Chemistry
3. Department of Technologies
4. Department of Computer sciences
5. Department of Social Sciences
6. Department of Mathematics

Our main concern in this investigation is the department of Social Sciences which includes the teaching of English, French, Economy and industrial Sociology.

The table below describes the main units of EPST for the first and second year;

Table 2.2: Units of English at EPST (epst-tlemcen.dz, 2016)

1st year programme	2nd year programme
➢ Description and use of an object ➢ Classifying ➢ Instructing and giving advice	➢ Describing a process ➢ Describing past discoveries/inventions and experiments ➢ Describing amount and quantities/ comparing and contrasting

2.3.1. The Aims of the EPST

After the success in the exam held at the end of the second year of study, the future engineers will follow a three-year course in an engineering superior school.

In Large national superior or preparatory school in science and techniques, student could carry on his studies, after its success in the competition called the national exam; he could enter the following superior schools of engineering which are nine in Algeria, there are classified as follows:

- National Polytechnic School of Algiers (ENP)

- National Polytechnic School of Oran (ENPO)

- National Polytechnic School of Constantine (ENPC)

- National School of Public Works (ex ENSTP)

- Superior hydraulic National School (ENSH)

- National School of Mining and Metallurgy of Annaba (ENSMM)

- Superior School of industrial technologies of Annaba (ESTI)

- Superior School of Applied Sciences of Tlemcen (ESSA)

- Superior School of Electrical Engineering and Energy of Oran (ESGEE)

This year (2016) the Preparatory School of Tlemcen shifts to Superior School called Superior School in Genie Electric applied to renewable energies (Ecole Supérieur en Genie Electrique appliqué aux énergies renouvlables) (ESSA-Tlemcen) .

The knowledge thus, acquired will certainly open the door to the recruitment and allow the students to quickly climb and take responsibilities within industrial companies.

2.3.2. The Status of English at the EPST of Tlemcen

First of all, the EPST of Tlemcen is recent; it was created in 2010 by a decree; it is composed of six departments and our main concern in this research is students' perception of autonomy and motivation while learning a foreign language. The foreign language, in this case, is English; therefore it is necessary to take into consideration the status of English at the EPST in order to get effective results for this investigation.

It is known that Language is a medium of communication and a means of expression that is why; today the learning of foreign languages especially the English language become a basic necessity of every student who is ambitious. According to Graddol (2006) the reasons for learning the English language are various and as English is the fourth most widely spoken native language in the world, and in terms of a sheer number of speakers, it is the most spoken official

language in the world. It is the main language used in international affairs. Graddol states about the future of English (Graddol, 1997:3) "The spread of English in recent years is, by any criterion, a remarkable phenomenon, but the closer one examines the historical causes and current trends, the more it becomes apparent that the future of English will be more complex, more demanding of understanding and more challenging".

Before dealing with a language in isolation, we should study it in relation to a given culture as it is the case in the preparatory School. According to many scholars and anthropologists; "language is a social institution, both shaping and shaped by society at large or in particular by the cultural niches in which it plays an important role". (Thomas & Mc-Nicol, 1998 cited in Yassine: 58)

English is taught as a second foreign language in Algeria after French, but according to the use of this language, it becomes a necessity to learn it and more importantly in higher institutions where people deal with it every day.

English module is taught one hour and a half per week, and as it has a low coefficient in the national exam; students show less interest to study it comparing with other modules as science and technology. English is taught for specific purposes and in this case, teachers of English all over the national territory are supposed to determine a programme which would be appropriate with scientific vocabulary and expressions. Students learn the basic of grammar as tenses or suffixes, write paragraphs and formulate scientific sentences or learn technical words.

According to the programme of English; reading and listening skills are favoured for the ESP students, and thus, for the amount of texts given to students.

2.3.3. Teaching Programme

Before dealing with the programme, the EPST School provides its teachers with a specific syllabus appropriate to student's needs; however, this syllabus has changed in September 2016/2017 and thus, to improve the quality of the teaching

programme and to meet the needs of the students in learning scientific and technical English. According to Hutchinson and Waters syllabus is defined as follows: *"At its simplest level, a syllabus can be described as a statement of what is to be learnt. It reflects on language and linguistic performance"*. (Hutchinson and Waters 1987:80)

In addition, Davis (1993:2) describes the purpose of the syllabus as:

> "The well-designed syllabus provides a solid beginning to the semester, sets the tone for the course, provides a conceptual framework for the course, serves as a "virtual handshake" between the instructor and students, and becomes a resource that is referred to over the course of the semester. It also shows students that you take teaching seriously".

It has been demonstrated that ESP students manifest their own needs as regards to the learning of a specific module in addition to the external demands imposed by the teaching institutions, which may somehow disturb the issue of interrelated needs, wants and lacks. Teachers, on the other hand, have to respect the syllabus supplied by the EPST School, they are not authorised to extend or shorten the scheduled courses because there will be a final exam at the national scale which will be passed by all the students who have succeeded in the first and the second year. Therefore, teachers could use different techniques and methods to improve their student's language skills and encourage them to plan their learning by setting realistic aims.

The teaching of English module at the EPST is taught one hour and a half per week; it includes the teaching of scientific English (ESP). The lectures objectives are:

1. Language development and vocabulary expansion;

2. Getting acquainted with the origins (root, suffix, and prefix) of the scientific and technical terms in order to read, write and talk about science and technology;

3. Vocabulary strategies for unfamiliar words;

4. Science and technology vocabulary exercises;

5. Reading and comprehension skills;

6. Listening and comprehension.

These preparatory schools in sciences and techniques provide a rich curriculum that includes Mathematics, Physics, Chemistry, Computing, Industrial Sociology, General Economics and Business economics, Technical Drawing, English and French.

Teaching in this School is held under the form of lectures, tutorials and practical work.

- Lessons to preparatory school last two years: they are spread over at least thirty (30) weeks in the first year and twenty-six (26) weeks in the second year.

- These lessons are supported by a consortium of major French schools and their head INSA of Lyon.

- Students can take distance courses (video-conferencing).

The content of the 2nd year level programme includes scientific English and allow students to be in touch with the other modules. Here is the first English programme;

Unit One: Describing a process

Text: Sugar production

Objectives:

1. Describing a process in the present

2. Vocabulary related to processes

3. Affixes

4. Grammatical structures

5. Present simple/present progressive

6. The active and passive form

Unit Two: Describing past discoveries/inventions and experiments

Texts: 1-The nature of light

2-Paper

Objectives:

1. Describing an experiment a process in the past

2. Familiarising with past discoveries, inventions and experiments

3. Vocabulary related to discoveries and inventions

4. Affixes: Ing/ed

5. Grammatical structures

6. Past simple/past progressive

7. The active and passive voice

Unit Three: Describing amount and quantities/ comparing and

Contrasting

Text: Oil producers

Objectives:

1. Vocabulary related to oil

2. Numbers and figures

3. Graphs, charts and diagrams.

It is important to mention that the program should be respected by all the teachers of the preparatory schools all over the national territory because at the end of the year there will be one subject of English proposed by the committee member of the teachers and only one and the suitable subject will be chosen for the National Exam. After four years teaching the same programme which has some lacks and seems unsuitable for students' needs, the ministry of higher education decides to change the syllabus for the first year and the second year and thus, to make English lectures appropriate with students' needs for their future studies. Therefore it is important to mention the new programme for the Second year which is as follows;

Table.2.4: Programme of the 2nd year at EPST, (2016)

<u>Objectives:</u>
▪ To help students understand basic vocabulary of science and technology   ▪ To help students use essential vocabulary of science and technology   ▪ To consolidate /reinforce grammar rules   ▪ To write meaningful sentences   ▪ To write coherent paragraphs   ▪ To answer written examination question correctly   ▪ To read to grasp the general idea of a text   ▪ To read in order to find the main ideas within a text   ▪ To listen and comprehend basic functional English   ▪ To communicate using concepts and terminology taught in classroom

Unit One: Classification and generalisations **Topic One**: Materials in Engineering **Topic Two**: Sources of Energy **Topic Three**: Periodic Table	
Discovering Language (Language outcomes) a- **Grammar**-Pronunciation Present simple vs. present continuous vs. Present Perfect Active &Passive voice Pronunciation of must, can, should in the passive Weak forms of was and were Pronunciation of final –ed and –ch Compounds nouns Adjectives ending in 'ly' Adverbs Affixes (ic, ity, ness) b- **Vocabulary** Structures used to express classification	Developing skills (skills and strategies outcomes) a- **Functions**: Classifying items in the form of diagrams Diagrams, levels of generalisation Classifying items according to their properties and characteristics b- **Listening & speaking** Listening to a lecture/talk (classification) Listening for specific information Listening for general ideas Note taking Speaking from notes Making an oral summary

	c- **Reading & writing**
	-Reading
	   a. Reading for specific information
	   b. Reading for general ideas
	   c. Contextual reference
	   d. Rephrasing
	   e. Guessing the meaning of words through context
	   f. Making logical links between sentences and paragraphs
	   g. Summarising
	-Analysing and making a synthesis

Unit Two: Describing discoveries, inventions and experiments	
Discovering language (language outcomes) **a- Grammar- Pronunciation** -Past simple vs. past continuous -Active & passive voice • Pronunciation of **must , can, should** in the passive • Weak forms of **was** and **were** Pronunciation of final *ed* and *ch* -Sequencers (first, next…) -Noun modification **b- Vocabulary** ▪ Vocabulary related to discoveries and inventions ▪ -Expressing cause/effect	Developing Skills (skills and strategies outcomes) a- Functions: Making observation The use of the passive in the description of an experiment **b- Listening & speaking** -Listening to a presentation of an invention, a discovery, an experiment • Listening for specific information • Listening for general ideas • Recognising and showing a sequence of events • Note taking • Speaking from notes • -Talking about a given experiment • -Making an oral presentation of (a discovery) **c- Reading & Writing** -Reading • Reading for specific information • Reading for general ideas • Contextual reference • Rephrasing • Guessing the meaning of words through context • Making logical links between sentences and paragraphs -Writing the description of an experiment

Unit Three: Describing amounts and quantities	
Discovering language (language outcomes	**Developing Skills (skills and strategies outcomes**)
a)-**Grammar- Pronouniciation** -prepositions Phrasalverbs -Comparing/ Contrasting b**)- Vocabulary** • Vocabulary related to amounts and quantities • Numbers and figures • Graphs, charts and Diagrams • Mathematical symbols used in engineering • Greek letters and abbreviations used in engineering	a)- Functions: • Drawing graphs, diagrams and charts • completing a diagram • Interpretation of diagrams • Transformation of descriptions into diagrams, charts… • Making comparisons based on diagrams • Inductions based on diagrams and tables b)-listening & speaking -Listening to a presentation • Listening for specific information • Listening for general ideas • Note taking • Speaking from notes -Making a speech C)- Reading & Writing: • Reading • Reading for specific information • Reading for general ideas • Rephrasing • Responding to a text • Readinga graph/report • -Analysing and making a synthesis -Writing from a flow chart

Unit Four Instructing and giving advise **Topic One:** Safety at work **Topic Two**: Instruction manual	

Discovering Language (Language outcomes)
 	
a)- Grammar- Pronounciation
-The imperative
  • Modals
-*If*-Clauses
Active/Passive form
  • Pronunciation weak forms of *could, should*
  • Pronunciation *of must, can, should* in the passive
  • Weak forms of *was* and *were*
  • Pronunciation of final *ed* and *ch*
b)- Vocabulary
  ▪ Forming nouns by adding suffix-ty to adjectives
  ▪ Forming opposites by adding prefixes *dis, il,…*
  ▪ Forming adjectives with suffixes- *ive* and *–al*
  ▪ Forming new words with prefix de-and *dis-*
  ▪ Forming new words with suffixes *–in* and *-ment*
	Developing skills (skills and strategies outcomes)
	
	a)- Functions
	  ▪ Expressing conditions with *if*
	  ▪ Expressing warnings with *unless*
	  ▪ Expressing obligation with *have* and *must*
	  ▪ Expressing obligations, ability and possibility (modals)
	  ▪ Instructing & giving advice (imperative)
	  ▪ Inductions based on diagrams
	b)- listening & speaking
	  ▪ asking for and giving advice and warning using should, ought to and had better
	c)- Reading & writing
	  ▪ Reading a warning notice, an instruction manual/leaflet
	  ▪ Skimming
	  ▪ Scanning
	  ▪ Identifying and using reference words
	  ▪ Writing a warning notice, an instruction manual-leaflet

2.3.4. Four Skills

After dealing with the English programme at EPST of Tlemcen, teachers should take into account the teaching of ESP; therefore, the teaching process involves the 'Four skills' and their importance in the ESP classrooms. These skills are presented by Cabrera (2002) respectively as follows:

1-Listening skill

The listening skill is often used in the ESP classrooms at the Preparatory School, therefore, students are provided with scientific texts. They have to read and understand them. The teacher proposes some activities where the learners try to answer question of comprehension and to find some synonyms and autonyms in order to enrich their vocabulary. During the lectures, students are asked to listen to teachers' explanation of the text and to follow certain instructions to do their activities. The listening skill is necessary to catch students' attention in the classroom as to give notifications about the lecture. Cabrera (2002) proposes some features in order to achieve the process of listening which should be adapted to students at EPST. There are presented as follows;

- They enable students to study the majority of listening strategies by using some videos or dialogues as listening tasks;
- The listening tasks in the class may demonstrate to the learners the most useful techniques adequate to the listening aim;
- The importance of the listening skill is demonstrated and supported by the teacher to make the learners aware of the usefulness of this skill;
- They encourage students to assess their comprehension by using different methods;
- They support the improvement of listening skills by using different methods to conduct classroom.

2-Speaking skill

Concerning speaking skill, ESP students find difficulties in speaking except few of them who usually use the English language to chat via the web with native speakers. The learners view the speaking skill as the most useful skill they can acquire when learning a foreign language. Some of them try to evaluate themselves through activities proposed by teacher such as to present a work orally or make an oral performance.

Concerning the ESP lectures, the teacher provides his/her students with activities in the communicative skills. The students are asked with the help of the teacher to produce correct grammatical sentences which are suitable to specific contexts. However, in the case of our investigation it is not evident because of lack of time, where students are taught English only once per week. Moreover, the teachers are required to respect the programme because at the end of the year, the students should pass a national exam.

3-ReadingSkill

Reading is a basic part of language learning at all the stages because it sustains learning in different fields.

By giving students a variety of texts to read and to analyse, teachers would help their learners to acquire and absorb a considerable amount of vocabulary, grammar and sentence structure. In this way, students benefit from the use of language basis.

Reading also allows students to gather some important information about a given subject they are studying; for example, the text proposed by the teachers is about electricity. In this way, they would be able to memorise words about this subject and to know how it works.

While the learners are in permanent contact with the foreign language, they would develop cultural knowledge about the given language and be aware of many details of culture as well as language. Reading every day a foreign language or to be in touch with it through websites, magazines or television permit to the students to be exposed and to know more about the culture of the language they are dealing with in the classroom.

When reading; students need to follow four basic steps which are:

1. Accomplish the purpose for reading; students are asked to read a scientific text provided by EPST, try to understand it in order to identify the specific titles of the text;
2. Students should memorize maximum of information about the text. They would be able to know the answers and to distinguish the essential parts of the text;
3. Students should select suitable methods which would help them for the reading task and to improve their readings over the ESP;
4. Once reading task is fulfilled, students have to consider their failures and try to improve their level either by changing inappropriate strategies or by making more efforts to consider comprehension task.

4-Writing skill

Writing is one of the key components of language learning and undoubtedly essential in the learning process. However, studies have shown that students consider writing as an extremely difficult area in learning English. Students find some difficulties when dealing with writing skill and therefore, feel de-motivated to write in English. In general this model of learning is used in the exams where the students are asked to write a paragraph about a scientific topic; however, teachers give a general idea and minimum importance to this skill and thus; because writing is not a priority in the programme. Students do not know how to write a good paragraph (introduction, body and conclusion) this skill should be taken into

consideration in order to develop it and to help the learners to ameliorate their writing style not only to write a paragraph but improving their writing may help the learners in the future to write scientific articles or PhD thesis which is considerable in this kind of Schools. They should be taught how to perform their techniques/strategies for writing a concise and precise paragraph or to develop writing through different activities.

There are six features of written work that students must be careful with; such as the organization of the text, structure of sentences, synonyms/opposites, summarising, spelling, punctuation, and non-standard English. These strategies are organised according to the order in which an academic might implement them.

1. Emphasise to students that good writing skills are important, both to their satisfactory completion of the unit and to their future careers;
2. Provide students with the implications of substandard writing or the value of good writing in order to motivate them;
3. Read an initial writing done by a student, and encourage them to listen to it;
4. Encourage students to pay close attention to the grammar and punctuation they see in textbooks and other books and articles, as well as in any sample paper;
5. Explain to students that writing skills are essential to almost all types of writing;
6. Teach students some important rules relating to grammar or punctuation in each lecture or in each unit.

2.4. Role of ESP Teacher at EPST

Voller (1997) describes new roles for a teacher as being *facilitator, counselor*, and *resource*. When teachers function as a facilitator, they provide support for learning, either technical or psycho-social. As a technical provider, the teacher helps learners (a) to plan and carry out their independent language learning, (b) to evaluate themselves, (c) to acquire the skills and knowledge needed, and (d) raising a learner's awareness of autonomous learning. In order to do so, the teacher

will need to provide not only support, but also opportunities for students to personalise their learning, engage in learning experiences, and look for their own objectives, methods and needed materials.

In ESP classrooms, the instructor should be skilled to teach English for specific purposes, and therefore, can use the language teaching knowledge. He should recognise the ways in which teaching skills can be adapted for the teaching of English for Specific Purposes. Moreover, he will need to look for content specialists to help in designing appropriate lessons in the subject matter field he is dealing with.

An ESP teacher have the duty to set learning objectives, organises lectures and establishes a good environment in classrooms. More importantly, he has to evaluate student's progress and plays adequate roles for appropriate learning. According to Fiorito (2005), an ESP teacher should promote an efficient learning by following some important steps in order to make learning interesting for all the students. These are classified as follows:

✓ Organising Courses

✓ Setting Goals and Objectives

✓ Creating a Learning Environment

✓ Evaluating Students

Concerning the role of ESP teacher at EPST, before dealing with lectures, the ESP teacher has the responsibility first to establish the introductory lectures to make presentations with his/her students and thus, to allow him to know the origin of each student (as they come from different regions of Algeria) and their level in English, therefore, he could hand out an entry test to the second year students at EPST, and are returned at the end of the lecture, this method is efficient as the teacher could observe and examine the test of each student and underline their weaknesses. It should be mentioned that these entry tests (appendix V) contain three sections;

vocabulary, grammar and written expression. The following step is to deal with the English programme of the 2nd year, therefore, the teacher has the duty to examine the programme proposed by the Preparatory School of Tlemcen and to select and organise lectures in different units. The third step is to plan lectures suitable with learner's needs (setting goals and objectives). Here, after discussing with his/her learners, the teacher could identify some students' lacks and weaknesses in the English language. The last step is to create an enjoyable learning environment which may support students' learning of the English language.

English for specific purpose has been identified by scholars as being multi-stage process where the teacher fulfills different roles; as pointed out by Belcher, English for specific purposes (ESP) is universally recognised as a truly learner-centered type of language instruction, distinguished from other approaches by 'a commitment to the goal of providing language instruction that addresses students' own specific purposes' (Belcher, 2009:2).

Most scientists argue that the ESP teacher' role involves much more than only teaching, according to Dudley-Evans &St John (1998:2) prefer the term ESP practitioner as this definition is clear and detailed. The key roles of ESP practitioner are therefore presented as follows;

- ✓ Teacher
- ✓ Course designer and material provider
- ✓ Collaborator
- ✓ Researcher
- ✓ Evaluator

1- The ESP practitioner as a teacher: the teacher's main' role is to generate ESP classrooms on the basis of student's knowledge of the English language.

2- The ESP practitioner as course designer and material provider: the teacher task in this case, is to plan the lecture and provide suitable materials for the learners.

3- The ESP practitioner as collaborator: the teacher should collaborate with other specialists in order to obtain considerable information about ESP courses or activities they could share for their students.

4- The ESP practitioner as a researcher: in order to fulfill students learning, the teacher should know what students need, in other words, he has to take into consideration their lacks and weaknesses in ESP.

5- The ESP practitioner as an evaluator: evaluation is performed in all classrooms of English or another language however, in ESP, in particular, the teacher has to be involved in various types of evaluation and the most known one is '*testing students*' test are conducted to evaluate the students progress and teaching effectiveness. However, another kind of evaluation should take place in ESP classes which allow for the evaluation of the lecture and teaching materials.

Hutchinson and Waters explain the importance of this kind of relationship in:

"ESP teachers might, for example, find themselves having to work in close cooperation with sponsors or subject specialists who are responsible for the learners' work or study experience outside the ESP classroom. This is not always an easy relationship: suspicion of motives is common. The effectiveness of the relationship depends greatly on how it is handled by both parties …one of the keys to success in this area is for ESP teachers to establish clear guidelines about their and the specialist separate and joint roles and responsibilities". (1987:165)

2.4.1. Teacher- Centred Based Approach

To better understand the learner-centred approach, it is necessary to have a look at the teacher-centred approach and how are its main characteristics. The teacher-centred approach is the traditional approach; it is represented under the form of passive lectures where the teacher tries to instil knowledge and instructions to

his/her students. In general, the materials and the programme are not adapted to meet the specific needs of the learners. More precisely, traditional teaching refers to explicit teaching in the form of lectures managed by the teacher. In this case, the teacher gives some instruction to the students as lectures and exercises to do. Therefore, the teacher is considered as the only provider of instructions and knowledge. In other words, direct instruction is helpful in teaching basic and fundamental skills. Hiltz describes the student-centered constructivist model of teaching;

> "Constructivist learning models require active input from students and require intellectual effort and aids retention. The role of the teacher in student-centered learning is to facilitate the students' learning by providing a framework (i.e. activities for students to complete) that facilitates their learning. For example, the teacher posts activities or questions that students complete. Projects include; writing papers, essays, and reports, publishing Web pages, conducting research, answering open-ended questions, creating artwork, and organising events".(1999:5)

The grammar translation method includes course book and the teacher traditional approach is still used in many countries. As there is a difference between teaching the four different skills; so that this method is adequate for the students to learn grammatical rules and make grammar exercises. Moreover; "It includes building of different sentence types, word order, compound sentences, word classes etc., and teachers continue to use grammar translation method through course books. Grammar exercises are done as writing activities (Hosseini cited in Zohrabi, 2012:2)

Teachers are the main players in English language teaching; especially when teaching diverse skills which required in students' studies, according to Lynch in the traditional teacher-led or administer-centered learning are used more frequently than student-led learning.

"A student is viewed as a learner, who passively receives information and teacher's role is information provider or evaluator to monitor learners to get the right answer. The problem is that it never let students use their potential, so the main focus is getting the learners to perform well on state-mandated tests rather than catering to students' need. This method is unsuccessful because the knowledge of students is judged based on their performance in the final exam scores".(Lynch, 2010 cited in Zohrabi, 2012: 2)

2.4.2. Learner- Centred Based Approach

However, over the past decades, there has been a gradual shift from a teacher-centered to a learner-centered approach. This approach to teaching English has been increasingly being encouraged in higher education over the past decades in developed European countries but not in Algeria where instructors continue to involve in the traditional approach. Therefore, teacher is considered as an important figure of dictation. His main role is first to assist students in their learning process. Thus, students' evaluation is done through formal and informal ways including exams and classroom participation. Students' learning is in perpetual evaluation during ESP lectures. According to Nunan in "a learner-centered

"Classroom is one in which students were actively involved in their own learning processes. This involvement has two dimensions: first, students take charge of their own learning processes, including making decisions, plans and so forth; the other is to maximise the classroom time for students' interactive activities."(Nunan, 2004:8)

Weimer's Learner-Centered Teaching (2002) is one of the most modern and comprehensive studies in the field and identifies five practice areas to fulfill the learner-centered teaching "the function of content, the role of the teacher, the responsibility for learning, the processes and purposes of evaluation and the balance of power". (2002: 1)

The below table is a comparison between the teacher-centered approach and the learner-centered approach as mentioned by Huba and Freed (2000). Eleven characteristics are identified in order to distinguish between the two. We can notice that in teacher-centered approach, the instructor should inform his/her, students who passively receive information, however, in learner- based approach students are active learners who participate in the learning process. In other words, communication is the most significant element established in classrooms.

Table2.4. Comparison of Teacher-centered and Learner-centered paradigms
(Learner-Centered Assessment on College Campuses by Huba and Freed 2000:2)

Teacher-CenteredParadigm	Learner-CenteredParadigm
Knowledge is transmitted from professor to students	Students construct knowledge through gathering and synthesising information and integrating it with the general skills of inquiry, communication, critical thinking, problem-solving and so on
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts
Professor's role is to be primary information giver and primary evaluator	Professor's role is to coach and facilitate Professor and students evaluate learning together
Teaching and assessing are separate	Teaching and assessing are intertwined
Assessment is used to monitor learning	Assessment is used to promote and diagnose learning
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors
Desired learning is assessed indirectly through the use of objectively scored tests	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like
Focus is on a single discipline	Approach is compatible with interdisciplinary investigation
Culture is competitive and individualistic	Culture is cooperative, collaborative, and supportive
Only students are viewed as learner	Professor and students learn together

2.4.2.1. Characteristics of Student-Centered Approach

Lynch (2010 in Zohrabi, 2012:21) proposes some meaningful characteristics which are taking responsibility for learners' learning, directly involving themin the learning process and raising social activities like collaboration, meaningful communication, choice and cooperation. Here are some of these principles:

1. Students should develop their own knowledge by communication, critical thinking, and problem-solving.

2. Instead of learning irrelevant materials, students could have this opportunity to learn directly related materials to their real life. Mostly, teachers have no answer on facing this question "why do I have to know this".

3. In Traditional Method, students' performance is assessed based on a test. Some students are well on testing with an average in school and some are weak test takers but well on their curriculum.

Huba & Freed, 2000 assert that "While these factors are not considered in teacher-led learning, it is a positive tool to promote and diagnose learning assessment in student-centered learning". Furthermore, Adams suggests that students-centered - approach is "Providing opportunities for students to use target language in order to negotiate meaning with teacher and other students in a group work, project work, also task-based interactions while providing guidance, modeling, and feedback about progress".(Adams, 2008 cited in Zohrabi, 2012: 21)

2.4.3. Role of the Students at EPST

It is clear that the role of the learner is to acquire specific knowledge and engage actively in learning. Therefore, it should be mentioned that ESP learners have some knowledge with English and almost all of them learn it to perform a particular job. ESP lectures focus particularly on scientific side more than languages structures or grammatical rules. It can be mentioned that an ESP programme is therefore; composed of students' needs and the functions for which English is required.

In EPST subjects are related to engineering, mathematics or computer science. The most important characteristic is that English is taught in accordance with technology and sciences, it is integrated into a subject matter area important to the learners. According to Fiorito,

> "The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster". (2002:86)

A student who chooses to enter the preparatory School of Sciences and techniques should obtain a good average in the Baccalaureate exam (from 15 to 18). Due to the small number of these Schools in Algeria; there are only four over the Algerian territory, which are respectively those of Algiers, Annaba, Oran and the new one is of Tlemcen as mentioned before.

It is the role of the ministry of higher education that determines students who could get in these schools; in other words; students from different Wilaya of Algeria are supposed to enter the EPST.

The role of the learner at this school is to attend lectures from 8am and finish at 17h30. The programme is full every day of the week and the students should do all their best to succeed and to pass to the Superior Schools. However, due to the huge programme given to the learners and being far from their families, some of them give up and prefer to remake their baccalaureate exam and choose another specialty and the others prefer to go to university.

2.5. Data Collection

The aim of this investigation is to understand to which extent a student at the EPST of Tlemcen is autonomous when learning a foreign language and understand the efficiency of motivation in the learning process. The study was conducted at the Preparatory School of Sciences and Techniques of Tlemcen especially at the Department of Social Sciences where the researcher could collect considerable information for his/her investigation. The collection of data consists of four parts; the first one is the classroom observation followed by interview and questionnaire administrated to the second- year students at the department of Social sciences at the EPST of Tlemcen. The participants are four groups of students; each group contains twenty -five students, however, not all the group assist to the English lecture, the number of students who attended in ESP classrooms is only twenty. From those students, four were chosen to make the interview. The criteria for selecting the participants of the interview were first; their willingness to participate in the research study and their availability, then they should present a portrait of an autonomous student of EPST of Tlemcen. The last part is assessment which is added later on and thus; to demonstrate that autonomous learners succeed widely in the exams compared to the other students. Therefore, the researcher has selected the exam papers of the independent learners; there are four exam papers for the first exam and four for the second one to make the total of eight exam papers to assess which are mentioned in Appendix IV

In order to explore the ways in which instruction with learner autonomy support can help students develop the motivation to learn English in ESP classrooms, a significant research incorporating quantitative as well as the qualitative analysis was designed. The general structure of the study is summarised as follows;

Table 2.5: Research Design, Data Collection

Teaching project	Interview	Questionnaire	Observation
Pilot study to ensure data collection methods, teaching, strategies, questions	Interviewing four students; one from each group	Open and close-ended questions	Observation of Four groups including twenty- five students per class

2.5.1. Case Study

The aim of this research is to provide a rich description of the ESP classrooms and to which extent autonomous learning is implemented. As previously mentioned, the aim of this exploratory study is to explore how learner autonomy-focused instruction can help students develop the motivation to learn English in Algerian preparatory Schools.

2.5.2. Classroom Observation

The observation method was used by the teacher in order to ensure the validity of students' answers to the questionnaire. It was conducted in the classroom and recorded in written form as a foot note. According to Dornyei; "the observational data enable the researchers to see directly what students do without having to rely on what they say they do (Dörnyei, 2007: 185)

Classroom Observation is considered as a useful tool which enables the instructor to see directly how teaching/learning is directed and consider students' attitudes towards learning. Observation is only included in the case study section in order to ensure the validity of students' answers to the questionnaire.

The purpose of this study was to facilitate the collection of data from teaching and learning related to autonomous learning behaviours and motivation. In particular, the focus was on the frequency with which these behaviours occurred, who performed them and who assumed responsibility for:

- ✓ Establishing the objectives of the lectures
- ✓ Evaluating students' needs and levels
- ✓ Selecting appropriate strategies and methods
- ✓ Assessing what has been learned

It is important to mention that English module is taught only one hour and a half per week for all the students of the second year, however, the teacher could observe the learners attitudes towards this language and if they are motivated to learn it. He may also consider to which extent the students rely on themselves while learning this language and which approach or strategy they may use.

2.5.3. Students' Questionnaire

The questionnaire is the most common used method in research, it allows the researcher to gather required data from a group of participants such as students, teachers and evaluate it. However, there are different kinds of questionnaires which may serve various purposes; generally, there are two types of questionnaires; the first one is closed-ended questions where the investigator could determine possible answers and the second one called open-ended questions; here the investigator gives to the participants more freedom to answer to the questions and to express their ideas in their own style.

The questionnaire used in this research is an attempt to complete the collection of data and understanding the development of students' motivation and its effects on learner autonomy. The questionnaire allows completing information

that may not be easily observable in the interview, such as strategies and approaches used to learn a foreign language. Although, appropriate items and clear and effective answers could help the researcher to get reliable and effective results.

The questionnaire method is necessary for this research work because it would reflect some characters of students' perception and awareness of learning. It is important to understand the value of questionnaire in foreign language education research. Therefore; closed-ended and open- ended questions are used in this questionnaire; their aim is to:

- ✓ Collect information from lot of wide range students and in reduced time
- ✓ Standardisation of questions
- ✓ Less pressure for an immediate answer
- ✓ Respondent's anonymity
- ✓ Analysis of answers for closed-questions is straightforward
- ✓ Can provide suggestive data for testing a hypothesis

It should be mentioned that the questionnaire was administrated during the lectures of the English module. The students who answered the questions were four groups of twenty five students from the second year at the Preparatory School of Sciences and Techniques of Tlemcen; the research avoided complex questions and thus, according to students' level. It should be mentioned that the total of the students who participated in the questionnaire were one hundred participants which is a considerable amount for this kind of schools as the number of students who enter is not very high.

The questionnaire consists of eighteen questions; it considers mainly;

- .Gender of the participants.
- The methods/strategies used by students when learning English.
- Students' motivation and attitudes towards the learning of the English language.
- The preferences for the four skills.
- The role of the teacher in the classroom.
- Reasons behind failing in learning a foreign language.
- The new technologies and how they may foster learner autonomy.
- The ways students prefer to learn a foreign language.

This questionnaire contains only one open-ended question which is:

- To describe what is an autonomous learner briefly.

Considering the potential of the study; the questionnaire method is appropriate for the purpose of this research because of such information as methods/strategies used by the students to learn in or outside the classroom, their attitudes towards the language and finally their preferences to learn alone or in a group. Pintrich and Schunk (1996) claim that the teachers' expectations, when appropriate (based on students' performances) and flexible (capable of changing to reflect changes in student performances), may have instructional benefits.

2.5.4. Students' Interview

In this study, an interview is required in order to understand ESP students' learner autonomy and according to Fontana & Frey (2003) "Interviews are the most common and powerful ways in which we try to understand our fellow human beings".

According to Nunan, Weir& Robert; there are three types of interviews: unstructured, semi -structured and structured.

In this case, the research has chosen the structured/formal interview where he fixed a list of questions before he made the interview with the participants.

Even though the interviewees were asked in this investigation to answer pre-established questions with a limited set of response categories, the students were given an opportunity to expand on their responses. The interview questions were designed to collect the following data:

- ✓ Biographical and language learning/teaching background information on the subjects
- ✓ Students interpretation of the term learner autonomy
- ✓ Learners and teachers beliefs about roles and responsibilities in the language classroom
- ✓ Learners and teachers beliefs about the learners abilities to perform these roles and responsibilities
- ✓ Learners attitude towards the English language
- ✓ Frequency of autonomous learning behaviour in the classroom
- ✓ Frequency of autonomous learning behaviour outside the classroom

Data was collected at the EPST of Tlemcen where the teacher chose some students from different Wilayas of Algeria for the diversity of the research; four students were chosen from Sidi Belabes, Setif, Boumerdes, Djelfa in order to do the interview, teacher should look for the availability of students; together they identify possible dates which may convey to the teacher as well as students. Then the interview was done in a classroom provided by the administration of the school. The material used was the laptop in order to record the necessary information or book note. The respondents were free to answer either in English, Arabic or French. The procedure of data collection is documented in appendix II with the record of participants, place and time duration of the interview process.

As mentioned previously, interviews with volunteer students were conducted. Those, by and large, were based on their perceptions of learner autonomy and the results shed light on students' perceptions of learner autonomy, attitude and motivation. More importantly, the researcher noticed the strategies each student developed to learn ESP.

2.5.5. Students' Paper Based Examination

Generally speaking, assessments for autonomous learners may cover a large area of knowledge**,** according to Gardner; "Autonomous learning is about individualisation of learning and self-assessment helps learners monitor their individualised progress".(Gardner, 2000:50)

For many years, the word "assessment" was used primarily to describe processes of evaluating the effectiveness of the students learning. Indeed, Holec, 1981; Tudor, 1996; Thomson, 1996; Gardner and Miller, 1999 assert that self-assessment is an integral part of autonomous learning and that all learners engage in it.

The below figure shows the criteria of the benefits of self-assessment as suggested by Gardner (2000) which is divided into three parts; therefore, motivation, reflection, individualisation and benefits are appropriate to the learner, however, evaluation, monitoring and support are specific to teacher and accreditation and justification deal with the institution.

BENEFITS

Individualization

Reflection   Learner

Motivation

Evaluation

Monitoring   Teacher

Support

Accreditation

Institution

Justification
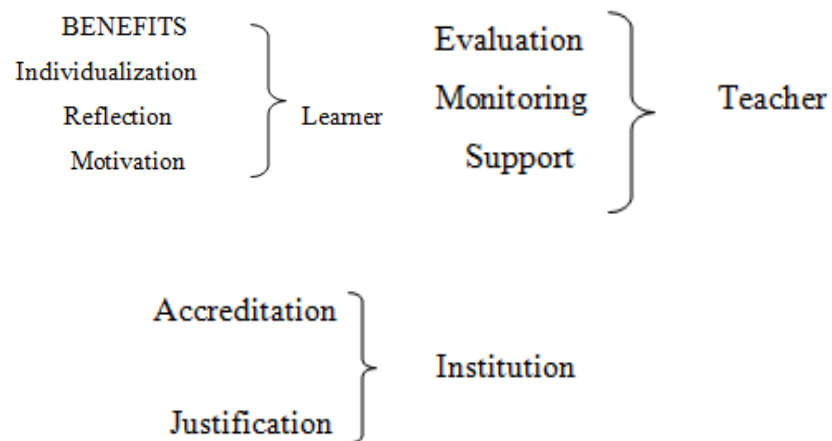
Figure 2.2: The Benefits of self-assessment. (D. Gardner, 2000:51)

According to O'Farrell (2001:3) assessment is used for the following reasons:

- To determine that the intended learning outcomes of the course are being achieved
- To provide feedback to students on their learning, enabling them to improve their performance
- To motivate students undertaking appropriate work
- To support and guide learning
- To describe student attainment, informing decisions on progression and awards
- To demonstrate that appropriate standards are being maintained
- To evaluate the effectiveness of teaching

In order to make an effective assessment, Brown suggests a summary of assessment methods; a useful starting point to consider the variety of assessment;

Table 2.7: Assessment; A guide for lecturers (Brown, 2001: cited in O Farrell)

Approach	Involves	References
Learning training	Specific courses or short courses where the focus is on developing skills for independent learning and raising students' awareness of the importance of learning outside the classroom. Such courses usually include strategy instruction and often also include general study skills rather than language learning skills only.	Rubin and Thompson, 1994
Strategy instruction	Often offered as part of regular classroom teaching, and sometimes offered as specific classes or short courses on language leaning strategies.	Maccaro; 2001 Oxford; 1990
Self-access	Often considered the most common way of implementing autonomy: the provision of a self- access centre or online self-access materials usually involves making available resources for independent learning and staff support	Gardner and Miller; 1990
Language advising or language counselling	A type of language support whereby a teacher and a learner meet to discuss the learners' needs and progress, and where the adviser offers feedback, recommends materials and helps the learner to plan their learning.	Mozzon- Mcpherson and Vismans, 2001
Specific tools	Many institutions have developed tools for management of the language learning process that often aim explicitly to foster learner autonomy…some have developed on-line learning environments that offer materials for self-study, tips for independent learning and opportunities for staff and student communication.	Portfolio: Ekbatani and pierson, 2000 online learning environments, White , 2003 Tandem learning schwienhorst 2007

Autonomous learning deals with individualisation and self –assessment helps the students monitor their individualised progress.

The case of this research work is not to deal with students' ability to assess their levels but to see if these autonomous students are willing to succeed in the national exam held each year. Each Preparatory School suggests a subject and the teachers should choose the most suitable one according to the lectures learned during the two years in the EPST. Therefore, the researcher collects necessary data which are exam papers and analyses them. Twelve papers were analysed;   six from the first exam and six from the second one according to the following criteria:

- ✓ Types of questions that students do well
- ✓ Types of questions that students fail
- ✓ Types of questions that students avoid
- ✓ Types of the most known assessment questions
- ✓ What can this tell us about the teaching, learning, and assessment?

The exam subject contains a scientific text with questions about the text in section reading comprehension; the students, therefore, should look for synonyms and opposites of some suggested words. They have also to put either the statements as TRUE or FALSE. In section Two, which is Grammar, some activities are proposed as passive and active voices, affixation and tenses. The last point is to deal with written expression, here the students should write an essay or scientific paragraph on the topic proposed by the teacher.

The analysis of students' exam papers is seen in chapter Three. Some exam papers of autonomous students at EPST are proposed in (Appendix IV).

According to Bloom's taxonomy; (Bloom et al., 1956) comprises three parts or domains of educational activity – the cognitive (knowledge and mental skills including processing information), affective (attitudes, feelings and values) and psychomotor (motor skills/manual or physical skills) domains (Krathwohl, Bloom &Masai, 1964). For the purposes of this research, the interest is in the cognitive

domain which relates to intellectual activities and mental skills. The taxonomy comprises six categories which are ordered from lower order to higher order in terms of complex mental activities, they are presented as follows:

Knowledge, comprehension, application (considered three lower of cognitive processes), analysis, synthesis and evaluation (considered three higher of cognitive level). Therefore, the researcher prefers to analyse students' paper examination based on bloom's taxonomy according to the following frame work proposed by Krathwohl, 2002: 215) which is as follows:

- Factual knowledge refers to the basic elements of knowledge that students must know to be acquainted with a discipline and solve problems in the discipline.
- Conceptual knowledge refers to knowledge of the interrelationships among the basic elements within a larger structure that enable them to function together.
- Procedural knowledge refers to knowledge of how to do something, methods of enquiry, and criteria for using skills, techniques, and methods.
- Meta-cognitive knowledge refers to cognition (reasoning) in general and awareness of one's own reasoning. Like Bloom's, the Revised Bloom's has its critics and limitations.

The aim of analysing students' exam papers is to consider the following criteria:

1- Students' academic skills and intellectual development
2- Students' evaluation of the learning skills
3- Students feedback of different teaching techniques, materials, and tasks

In this way, teacher could make his/her learning effective by adapting suitable teaching strategies.

2.5.6. Teacher Interview

As far as EPST is concerned, the number of teachers working in this institution is three plus the researcher; therefore, the investigator designed these three teachers to participate in the interview. The questions were carefully prepared and selected according to the needs of this investigation. This interview approach does not have a standardised set of questions but rather a specific basic outline to make sure all relevant topics are covered within it.

The questionnaire was administered to three teachers in charge of the English module 'ESP' at EPST, the interview contains twenty items under the form of open and close questions and is composed of six rubrics identified and analysed as follows:

A. Teachers' years of teaching at EPST and qualifications

B. Evaluating the programme and materials at EPST

C. The use of new technologies by ESP teachers at EPST

D. Methods and techniques used for the teaching of ESP

E. Students' motivation and attitudes towards the English module

F. The effectiveness to introduce learner autonomy for ESP learners

G. Teachers' suggestions and recommendations.

Moreover, the interview includes twenty questions which are presented in appendix III.

The purpose of teachers' interview is to collect data about the teaching of ESP at the preparatory School, besides; the investigator could identify the difficulties encountered by the teacher to make the learning of ESP effective, and if the introduction of learner autonomy to ESP classrooms will help to improve the level of the students and if the material available at EPST is adequate with students' needs. More details concerning the interview are seen in the next chapter.

2.6. Conclusion

The attempt of this chapter is to give an overview about the new institution which it has just been introduced in the recent years in Algeria which is the Preparatory Schools of Sciences and Techniques and underline the differences they have with the university. The aim of this investigation is to deal with the aims and objectives of the Preparatory Schools. Moreover, the researcher focuses on the teaching of English for specific purposes and whether the programme is adapted to learners' needs. It should be mentioned that teaching English in ESP classroom focuses mostly on content than on grammar and structures. Students are asked to study and analyse scientific texts in addition to vocabulary related to their fields of study. In addition to the historical background of the EPST, the researcher introduces in this chapter a questionnaire adapted to ESP students followed by two interviews; one directed to the students and the other is for the teachers. In addition to Classroom observation and assessment; in order to collect maximum and qualitative data about learner autonomy and motivation in ESP classrooms.

<u>**Notes to Chapter Two**</u>

The original versions of these quotations are as follows:

" L'université 'Abou Bakr Belkaid' de Tlemcen est parmi les institutions d'enseignement supérieur les plus performantes en Algérie, ayant acquis une bonne réputation scientifique et technologique, grâce à son bon potentiel humain des formations et de la recherche. Initialement un simple centre universitaire en 1974, cette institution scientifique et culturelle, qui a amorcé une véritable mutation, a été reconvertie en université en 1989 ». 9/10/2014 Le Quotidien D'Oran

2-" Selon l'UGEL, l'application du nouveau système LMD, est confronté sur le terrain à de nombreux obstacles d'ordres pédagogiques et organisationnel. Et pour cause soulignent les représentants des étudiants, le nouveau système a été introduit en Algérie sans une préparation 'sérieuse' des conditions pédagogiques et matérielles". (Controverse en Algérie autour du système LMD:2006)

3- " C'est pour cela qu'en Algérie, une critique de la réforme LMD est indispensable pour éclairer les vrais enjeux à l'avance et déconstruire le discours sur le système LMD des technocrates néolibéraux du pouvoir, qui est largement inspiré de l'argumentaire des technocrates néolibéraux européens ».(El Watan :2009)

CHAPTER THREE

Data Analysis

Chapter Three*:* Data Analysis

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3.1. Introduction

This chapter is an attempt to deal with ESP particularly English for Engineering and show its importance at the Preparatory School of Sciences and Techniques. Many attempts have been made to introduce new methods to make learning fruitful in the ESP classrooms for the second year however, some students find some difficulties to learn English and others are not willing to adopt new ways of learning and thus, for many reasons. The issue of introducing learner autonomy in ESP classrooms seems a hopeful idea to improve students' level yet intriguing educators and teachers of EPST. The present chapter deals with strategies and approaches used by students to learn English for Engineering in the ESP classrooms. Therefore, the investigator tries to identify second-year students' weaknesses and needs in the module of English at the Preparatory School. Thus, it is important to find out the reasons that make learner autonomy contribute to ESP learning at EPST.

This chapter is based on classroom observation and a questionnaire administrated to the second-year students. A students' interview is necessary in this case because it may gather more information about learners' needs and weaknesses when learning English. In addition to an interview with the teachers of ESP which is an attempt to analyse the different tools and methods used in ESP courses. Finally, the assessment approach is introduced later on by the investigator in order to affirm whether the autonomous students are successful taking into consideration their motivation and approaches towards the English language.

3.2. English for Specific Purposes

Despite the fact that English for specific purposes has gained a particular status, specialists and researchers are aware of the considerable efforts that must be made further for the future of ESP. As far as the EPST of Tlemcen is concerned

with the teaching of ESP, it is important to give a brief overview of its historical background.

ESP has developed since the 1960's and the world was submerged by two dominated forces which are technology and commerce. Moreover, the economic power fell to the United States in the post-war world, leading to an emphasis on the English language, which was the means to the international prevalence of technology and commerce. Initially, linguistics goal is concerned with grammar and rules of English usage. The new studies reveal that English language is used in real life.

According to Kennedy & Bolitho, (1984) "the teaching approach has also changed from teacher-centred to learner-centred, and learners' needs were taken into account when courses were designed with the increase of international communication".

Moreover, Hutchinson & Waters state that. (1987:19),"ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". However, few teachers possess adequate instructions of English language pedagogy.

Furthermore, Strevens points out that (1988 as cited in johns and Dudley Evan, 1991 and Chen 2006), There are three different models of ESP in order to deliver ESP instructions which are respectively as follows:

1. ESP taught by English teachers using field –specific content

2. Field –specific courses taught by teachers in the disciplines using English as the language of instruction

3. A collaborative model in which both English and field-specific teachers have point input into the development and/or teaching of the course
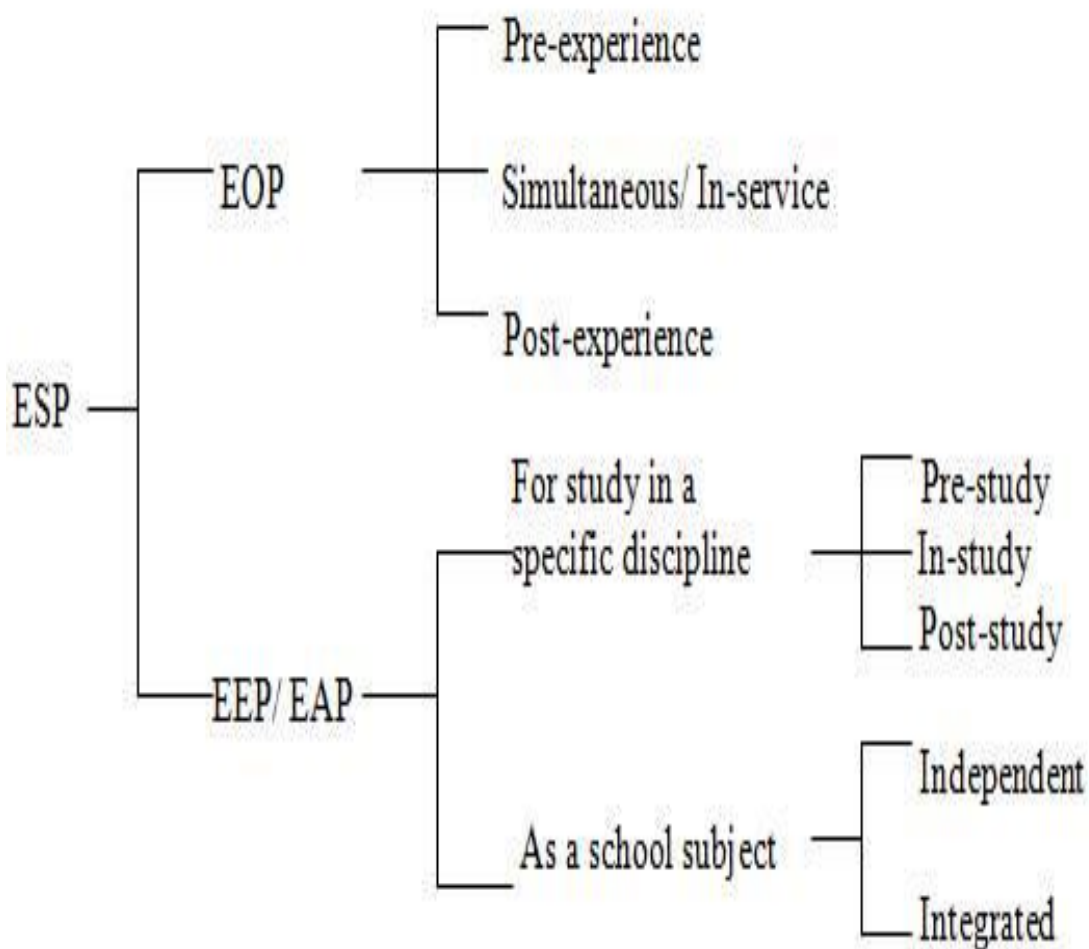
Figure3.1: Classification of ESP (adapted from Robinson 1980:3-4)

The figure above is about English for specific purposes which have been at first divided into two main areas; the classification appeared in a distinct chart where English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are the principle components.

Later on, another tree chart for ESP which isolates EAP and EOP as indicated by expert territory appeared in Figure 3.
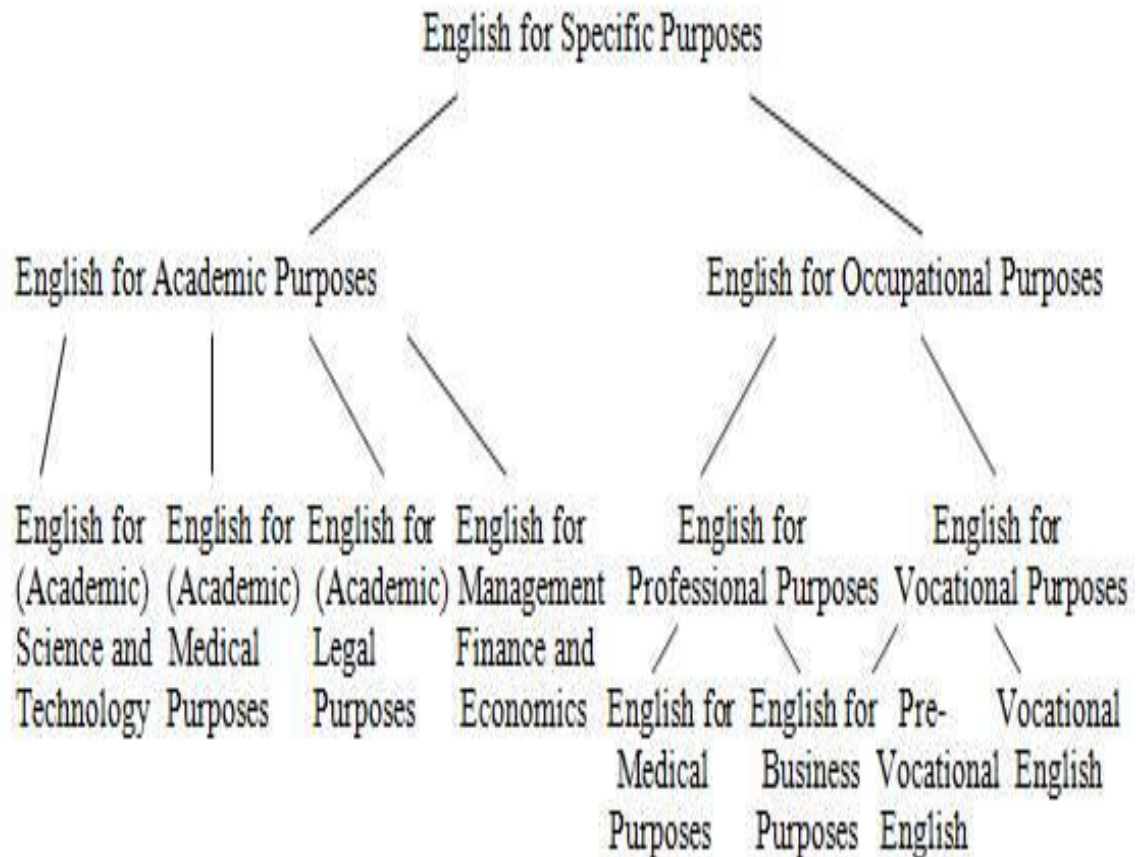
Figure 3.2: Classification of ESP (adapted from Kaci, 2001:5)

In EAP, English for Science and Technology (EST) has been the main area, but English for Medical Purposes (EMP) and English for Legal Purposes (ELP) have a special position. Recently the academic study of business, finance, banking, economics and accounting has become increasingly important, especially on Masters in Business Administration (MBA) courses, but, as yet, no specific acronym has become established for such courses.

3.3. Some Definitions of ESP

English for specific purposes or English for special purposes is defined as English which is taught to people whose first language is not English; however, they need to develop scientific, technical and some other vocabulary of specialised field of studies.

Many features and characteristics such as the age of ESP student, purpose, time and learners' needs and goals should be taken into consideration in order to understand the meaning of the word 'ESP'. Although, there has been a significant debate concerning the term ESP over the last three decades.

According toMac Milan Dictionary (2013), ESP is:

1. ESP is defined to meet specific needs of the learners (Maslow's hierarchy of needs).

2. ESP focuses on the exercises and methods of the field it is dealing with.

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

According to Anthony (1998:4-5)

1. ESP may be related to or designed for specific disciplines;

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

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

4. ESP is generally designed for intermediate or advanced students;

5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Robinson (1991: 1) argues that "what is specific and appropriate in one part of the globe may not be elsewhere, indicating an impossibility of producing a universally acceptable definition of ESP". Yassin asserts that "It would not be possible to give an accurate and precise definition of ESP as it is by its very nature an interdisciplinary area English for Specific Purposes World". (Yassin, 1999:52)

Thus, Hutchison and Waters (1987:9) refer to ESP as "approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning". Furthermore, students' needs to learn the English language have an important part in identifying their needs and especially for establishing the lectures of English for specific purposes (ESP). It has been perceived by numerous analysts such as Munby (1987) and Hutchison and Waters (1987).The term 'needs analysis' emerged in India where the learners were asked how to use a foreign language in target situations. The value of needs analysis is indicated that it determines the language aspects which are considered as important for a specific area of teaching. Hutchinson and Waters (1997) argue that "any language course should be based on needs analysis". It is substantial to point out that Dudley-Evans & St John state that "needs analysis is the process of establishing what and how of a course".(Dudley-Evans &St John,1998:121). They also emphasise three main aspects of needs analysis:

- ✓ First, needs analysis aims to know learners as people, as language users and as language learners.
- ✓ Second, needs analysis study also aims to highlight various forms of a language in addition to perform the different skills for a particular group.
- ✓ Third, needs analysis study considers plans to know the objective circumstances and learning environment so that information can properly be understood.

Moreover, Dudley-Evans and St John define ESP as "language teaching designed to meet the specific needs of the learners through employing effective teaching methodologies and teaching activities *".(*Dudley-Evans and St John,1998: 126)

Some variable characteristics of ESP are proposed by (Dudley-Evans, 1997:1-2):

- ✓ ESP may be related to or designed for specific disciplines.

- ✓ ESP may use, in specific teaching situations, a different methodology from that of General English.

- ✓ 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.

- ✓ ESP is generally designed for intermediate or advanced students.

- ✓ Most ESP courses assume some basic knowledge of the language systems.

3.3.1. English for Engineering

Nowadays, more and more English courses are conducted in English for specific purposes, (ESP) , which is defined as "the branch of English language education which focuses on training in specific domains of English to accomplish specific academic or workplace tasks" (Orr 2005:9). Nonetheless; many instructors are required to teach ESP without the opportunity to preparation, ESP teachers often do not acquire an ESP wide programme from the university; they are not specialised in this field. According to Porcaro (2013:2);

"The role of English in the field of science engineering, information technology, and business is ever increasing. Consequently, so too are the demands on ESP practitioners to serve the needs of students and professionals in these fields to conduct their studies, research, and business in English on an international scale".

ESP should appropriately be seen not as a specific language item but rather as a way to deal with language teaching which is coordinated by particular and clear explanations behind learning. According to Hutchinson and Waters (1987:6), "ESP teachers are concerned more with designing appropriate courses for various groups of learners". Moreover, three elements affect ESP course design which are; learning theories, needs analysis and language descriptions.

ESP is considered as any other form of language teaching, it is primarily concerned with learning in general, but it seems that in its development up to now, ESP has deflected attention to an important point to how people learn, focusing instead on the question of what people learn. Strevens (1977), points out that ESP has, in other words, been language-centered in its approach.

One of the main fields of ESP is EAP (English for Academic Purposes) and EST (English for science and technology) which is our main concern in this investigation since ESP is taught in the preparatory school of sciences and techniques. English for science and technology or EST as mentioned above is a sub-category of the larger field of English for Specific Purposes in which it shares some basic characteristics with the larger field of ESP. It emphasizes the purposeful and utilitarian learning of English.

EST is concerned with teaching of Science and Technology at EPST using both the oral and written forms of English language for various purposes such as academic or professional ones. It mainly deals with learners at the tertiary English for Specific Purposes World which is used for their specific needs in a study, work or research.

3.4. Role of Motivation in ESP Classrooms

In ESP the word 'specific' refers to the specific purpose for learning English. Students' role is to practice what they acquire in English lectures to their main field of study. As there is a relationship between English lectures and modules as physics and chemistry, learners could practice the vocabulary learned during the English sessions. Such a combination is highly motivating for ESP students at the preparatory School of sciences and techniques. Therefore, student's ability to use English terms or expressions in other context makes them enhance their learning and increase their motivation. Learners have different needs and interests and such matters have an impact on their motivation to learn and on the effectiveness of their learning. Based on this assumption, courses whose main focus is the learner' needs would be more meaningful to them due to the relevance of their content to the learners as argued by Dudley-Evans and St. John (1998);

> " The advantages of ESP courses compared to EGP courses rely on the fact that there is no waste in time as courses are focused on the learners needs; they are relevant to the students; are successful in contributing to the learning process and ESP courses are more cost-effective than EGP courses". (Dudley-Evans and St John, 1998:25)

On the other hand, motivation lowers as the learning gets less specific. The concept of carrier content and real content is important to better understand the motivational aspect of ESP courses.

In ESP classroom it is essential to establish a motivating classroom environment where students could learn effectively as cited by Dornyei (2001:48); "Motivational teaching practice needs to be established in order to create an effective learning environment".

Creating such an environment involves three phases: (a) generating initial motivation; (b) maintaining and protecting motivation, and (c) encouraging positive retrospective self-evaluation (Dornyei, 2007:727). Teachers are fortunate if they teach a class where all the students are equally highly motivated to learn a given subject; however, this is very often not the case. According to Dornyei (2001), "Teachers need to generate positive attitudes in the classroom if students lack initial motivation; one means of creating one such attitude towards learning can be a stock of relevant teaching material compiled for learners".

Another way of establishing and maintaining motivation for students is by giving them the opportunity to be more goal-oriented. In an average class, students do not always understand or accept why they are performing a particular learning activity, so it is the teacher's responsibility to set realistic and clear objectives and to ensure that the students understand them. Once the main aspects of creating initial student motivation have been identified, it is possible to generate or select a variety of specific classroom techniques to favour specific proportion of motivation. As Dörnyei and Ottó point out;"[m]otivation is the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out". (1998:64)

The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know, therefore, such interest contributes greatly to practice their learning and exchange with other learners.

It is essential to keep students motivated to learn in ESP classroom and that by clarifying the purpose of the lecture and the activities they are dealing with. Moreover, the materials furnished during the course can play a crucial role to motivate the learners because motivation is changing all the time, so it is the

teacher's role to maintain this motivation during the whole year. Shoaib&Dornei state in this way;

> "Even during a single L2 course, one can notice that language learning motivation shows a certain amount of changeability, and in the context of learning a language for several years, or over a lifetime, motivation is expected to go through very diverse phases".(2005: 23)

Ellis and Johnson (1994:115), assert that the choice of materials has a major impact on what happens in the course. This impact is demonstrated on the following three levels: -It determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions; -It has implications for the methods and techniques by which the learners will learn; - The subject of or content of the materials is essential component of the package from the point of view of relevance and motivation.

The selection of ESP materials should thus, above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include tasks and activities that practice the target skills areas (ibid).

According to Lewis and Hill, students' considerations include the following:

- ✓ Will the materials be useful to the students? -Do they stimulate students' curiosity?
- ✓ Are the matters relevant to the students and their needs?
- ✓ Are they fun to do?
- ✓ Will the students find the tasks and activities worth doing? (Adapted from Lewis and Hill, 2003:52–53)

The aforementioned ideas for choosing ESP materials and, consequently, for their evaluation, can be shortlisted in five criteria (adapted from Wallace, 1992 cited in Khoshsima, 2004:165):

1. Adequacy: the materials should be of the appropriate language, age, level.
2. Motivation: the subject should be attractive in order to motivate students. This criteria help greatly for an effective
3. Sequence: it is vital if there is some connection to past writings, exercises, and subjects , not to miss the meaning of a lesson
4. Diversity: they should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary and promote reading strategies.
5. Acceptability: they should be tolerant and accept different cultures.

In other words, the appropriate choice of teaching materials may encourage highly students to identify their needs, their level of proficiency, and to enhance their motivation.

The following factors that affect motivation in ESP classroom according to Harmer (2001) can be inauspicious to the learners' motivation, are the following:

2.4.1. Physical condition students, especially the boys, complain about the conditions where they accommodate. They suffer from noisy campus particularly in the evening where they should revise or sleep after a long heavy day.

2.4.2. Method the method used by teacher during the English sessions may affect considerably students' motivation. If a student find the teacher method boring, therefore, his/her motivation will decrease gradually or would be lost. Harmer (1991:5) states that; "if a student loses confidence in the method, he becomes

demotivated". The importance of methodology is illustrated in Hutchinson & Waters (1987:18) statement;

> "ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner. There is, in other words, no such thing as an ESP methodology, merely methodologies that have been applied in ESP classrooms, but could just as well have been used in the learning of any kind of Englis*h".*

According to them ESP is opposed to general English where students need it for a special work or studies.

*2.4.3. **Teacher*** is considered as the significant variable of motivation and demotivation, and can play an important role in demotivating the learners. Therefore, a teacher should be aware of the most important elements that arouse students' intrinsic motivation, as to create a pleasant atmosphere in the classroom, or to exchange positively with the learners; to encourage students to be more autonomous learner or to introduce the culture of the target language in order to familiarise learners with it.

*2.4.4. **Success*** refers to the determination of the learners to overcome their difficulties and to reach appropriate level of challenge. Students' demotivation can be produced by the difficulty of lectures and exercises either the level is too high or too low in learning situations.

*2.4.5. **Course design*** it is very important to develop the course process by first analysing the level of learners they are being dealt with the given language.

According to (Graves, 1996; Harrison, 1996; Hutchison & Waters, 1987; Vorobieva, 1996 cited in Sysoyev,1999:2)

> "With the spread of Communicative Language Teaching (CLT), a much emphasis in the second language (L2) methodology has been paid to the learner-oriented instruction. As a result; needs analysis has been given considerable attention in making a particular course serve a particular group's interests".

However, Sysoyev, (1999:2) argues that "students can provide much more valuable information for teachers than an expression of their needs". In other words, a more suitable expression to needs analysis might be students' needs analysis.

We can identify two types of information in student needs; the first one is learner possession: in other words; it is the student current level in ESP, the second is what the students were able to achieve called also "ESP needs".

According to Graves (1996), goals are general statements or the final destination, the level students will need to achieve. Furthermore, Nunan(1988:384) gives a clear description of how one should state objectives. Depending on what is desired, objectives may sound like the following:

✓ Students will learn that
✓ Students will be aware of
✓ Students will develop

It is also important to state realistic and achievable goals and objectives.

As far as Algeria is concerned, the expansion of capitalism has resulted in economic as well as socio-political changes. The consequences of these changes are complex social problems that need to be addressed; this is why after many economic problems and social pressure, Algeria finally adopts the new global system. The implementation of the ESP courses in the Algerian universities and institutions

emerged; which is the case of the EPST of Tlemcen where English as a module is taught for science and technology.

2.4.5.1. Evaluating the course

As an important stage in the course design, teachers should evaluate the courses, to evaluate and promote their effectiveness. As the EPST contains students from all the Algerian territory, it is essential to evaluate the level of each group of students. In this case, the teachers could determine the weakness and difficulties of almost each group and try at the beginning of the year to establish goals. Developing a new course is a difficult, but a very important process. Before teaching, instructors will need to formulate the goals and objectives of the course, conceptualise the content, select teaching materials, plan the course, and be ready to evaluate it.

2.4.5.2. Selecting ESP materials

The second step is to select ESP materials; for many teachers, selection of teaching materials is based on their availability. Furthermore, chosen materials determine the content of the course. The availability and appropriateness of materials enhance student motivation to learn ESP and therefore improve language level, interest, and relevance. Thus, as Graves (1996:27) points out, teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course**.**

2.4.5.3. Course planning

The last step is to manage how to plan the course and thus; according to students' needs availability of materials and syllabus proposed by the EPST in order to make the process of teaching effective and motivating for the learners. In this case, it is recommended that teachers should be flexible in course planning, i.e. that they be ready to adjust the syllabus and make adequate changes in the course while teaching, so that they can best address students' interests and needs.

3.5. Data Analysis

According to (Dudley-Evans & St. John, 1998: 125), the main data collection methods for needs analysis are questionnaires, discussions, interviews, observations, and assessments. In other words, the main sources for needs analysis are the learners themselves. In this research project, questionnaires are considered as to be the main consuming ways of collecting information, and this is why learners 'needs are usually specified through questionnaires which enable researchers to determine long-term aims and short-term objectives. Questionnaires can generally be used for quantitative presentation of collected data. A small amount of data may be easily analysed by a simple tally system, while large-scale needs analysis requires statistical approach and use of computer software.

In this case, questionnaire allows us to collect considerable data from our students; it contains twenty items under the form of open-ended questions and close-ended questions administrated during the lectures of English at the end of the year. The students were given multiple choices carefully selected by the researcher in order to gain time and allow them to answer more questions. The purpose of this questionnaire is to focus on some important points to be analysed:

- ✓ The techniques used by each student to learn ESP
- ✓ Analysing students' motivation during the English lectures
- ✓ Analysing students' autonomy when learning ESP
- ✓ Determine successful and unsuccessful students

3.5.1. Classroom Observation

After four years of teaching the module of English in ESP classroom at the Preparatory School of Sciences and Techniques, important remarks and drawbacks were identified during the teaching process such as low level in grammar or disinterest to learn English. The class has been observed during the whole year for

thirty sessions. The classroom contained about twenty-five students at the beginning of the year but only twenty students attended the English lecture. In order, to collect the necessary data the investigator used a note taking; each time, she noticed some relevant points to take into consideration. This method allows the researcher to identify some useful information which has been collected during the classroom observation, there are presented as follows:

- ✓ Students' language proficiency
- ✓ The methods used during the lecture
- ✓ Motivational development of students
- ✓ Characteristic of an autonomous learner
- ✓ Characteristic of a successful learner
- ✓ The materials used in each session

The aim of this classroom observation is to determine the teaching/learning situation for the ESP classroom and evaluate the teaching of English and students' language proficiency. By this way, the investigator can have a clear idea concerning the teaching of English to the ESP students. The given data revealed important drawbacks about students' linguistic competence. The classroom observation enabled the gathering of important information as:

3.5.1.1. Students language proficiency the purpose of language learning proficiency is to determine learner's competence about the English language and that, by analysing each student level in the classroom by giving them activities to do and as the group contains about twenty students, therefore the teacher could approach his/her, students, easily and set each one level.

3.5.1.2. Methods used by the learners As far as teaching methods are concerned, the students require a various and rich English environment when learning the language. There should be established goals, and a variety of materials including tape recorders, books, pictures, and the learner should be given the opportunity to

listen and speak the English at class. Therefore, many techniques and strategies might be used by the teachers of English in order to introduce them to class to maintain students' motivation. Also, the teacher should be prepared to be flexible in his approach, adding and deleting materials and changing activities to accommodate the needs of his students. Among the most famous methods used in the foreign language classroom are:

I. **Grammar Translation Method** This method (**1**) derived from the classical sometimes called (traditional method) Howatt(1984: 98) points out "the Classical Method (Grammar translation Method) was originally associated with the teaching of Latin and – to a much lesser extent – ancient Greek". Students used this method in order to learn English grammatical rules. The main characteristics are to introduce the mother tongue when teaching, to learn vocabulary as isolated words, the extensive explanation on grammar details, to use texts and grammar exercises instead of paying attention to them. This method is used in the ESP classes in order to improve students' level of grammar and vocabulary. So that, the teacher can make a revision of what they have seen at school in order to make them remember the basic rules.

II. **Direct Method** Language teachers have applied their principles during many years. Recently, it is revived, as a method; its goals of instruction are how to learn to use the language to communicate. This method(**2**) focuses on learning daily vocabulary, to talk by means of questions and answers between teachers and students, to learn grammar in an inductive way, to insist on a correct pronunciation and the use of speech.

III. **Audio-Lingual Method** The characteristics of this method are the proportion of information in the form of dialogues, learning is imitative rather than of memorisation, the grammar structures are acquired by means of repetition, the use of tape recorders and visual means is essential. Most of the teachers are concentrated most with content than with grammar when using this method. Teachers and students are aware of the importance English has nowadays. Therefore, it is urgent to find the way to instruct it, so that, the students can use it in real situations. After having a look to the most used methods in teaching foreign languages, the question is which is the best method to fulfil ESP students' needs?

3.5.1.3. Material

The EPST is equipped with many labs as mentioned earlier; there are two labs of languages; one for English lectures and the other one for French. The English laboratory contains a sophisticated audio-lingual material where the students can listen, speak and write scientific English and that; under the direction of the teacher.

On the other hand, the teacher can select suitable topics for his/her students as to make the teaching materials considerably effective and interesting and to help the students have more advantages, it may catch students' attention, motivates them to learn, and therefore, helps them to acquire expected proficiency in the language skills especially listening and speaking.

3.5.2. Questionnaire Responses

The questionnaires were administered to four groups of second year students and all the questionnaires were returned to the researcher. The following analysis, therefore, relates to the responses in the case of eighty questionnaires which

includes four groups of the study of the second-year. It was composed of open-ended questions and one only closed-ended question. The questionnaire was divided into six sections, namely;

1-Gender of participants

2-Motivation in language learning

3-Methods used in learning English

4-Reasons that affect learning

5-Concept of autonomous learner

6-Propositions to promote learning English

Detailed descriptions of the questionnaires are shown in Appendix I

The quantitative data from the questionnaire were analysed and the data will be treated in tables, graphs and diagrams, and information will be presented and analysed according to the items in the questionnaire. When administrating the questionnaire, it was about the last lectures of the English module. Therefore, the number of papers to be analysed is eighty making up the groups under study. The data obtained from the questionnaire is the following:

Question1: years of Studying English
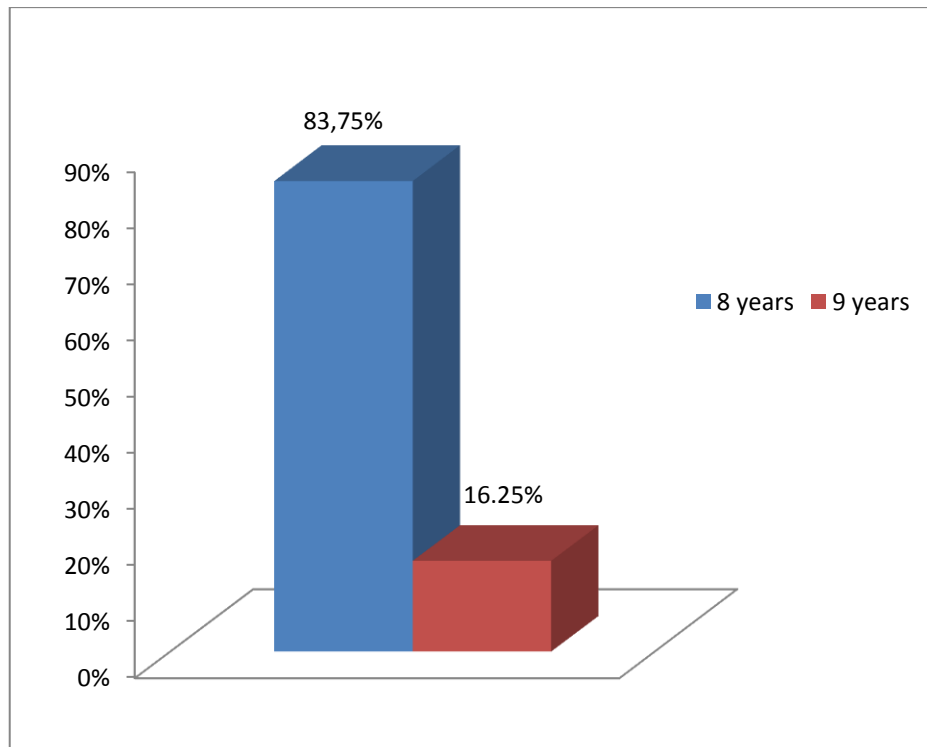
Bar Graph.3.1. Years of studying English

We note from the table and Bar graph above that the number of students participating in this research work is eighty (80), the great majority studied English with 83.75% during eight years and 16.25% studied it during nine years.

Question 2: Do you enjoy learning ESP?
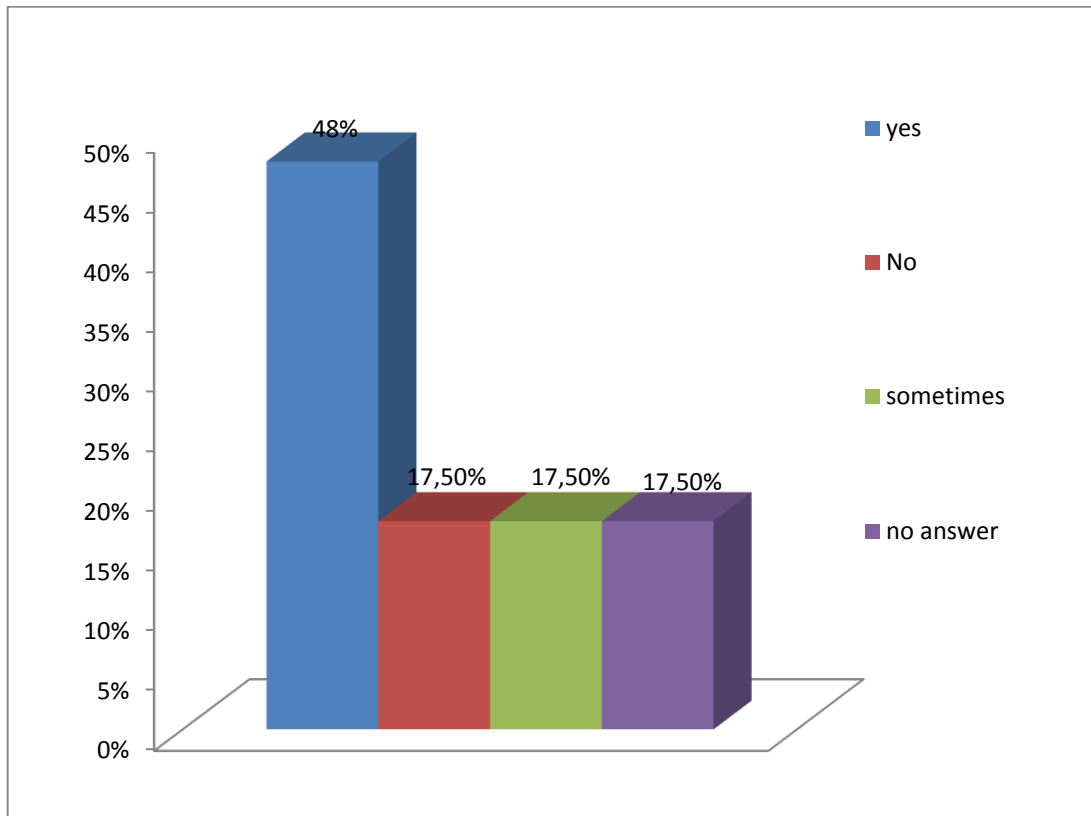
Bar Graph. 3.2. Students Desire to Study ESP

Table.3.2. indicates that 48% of respondents answered "Yes" while 7.50% answered "No". One can conclude that English is very important for their studies, and so their motivation remains relatively higher. Undoubtedly, this motivation has to be taken into account in terms of specified needs expressed by the students.

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Question 3: Why do you want to learn English?
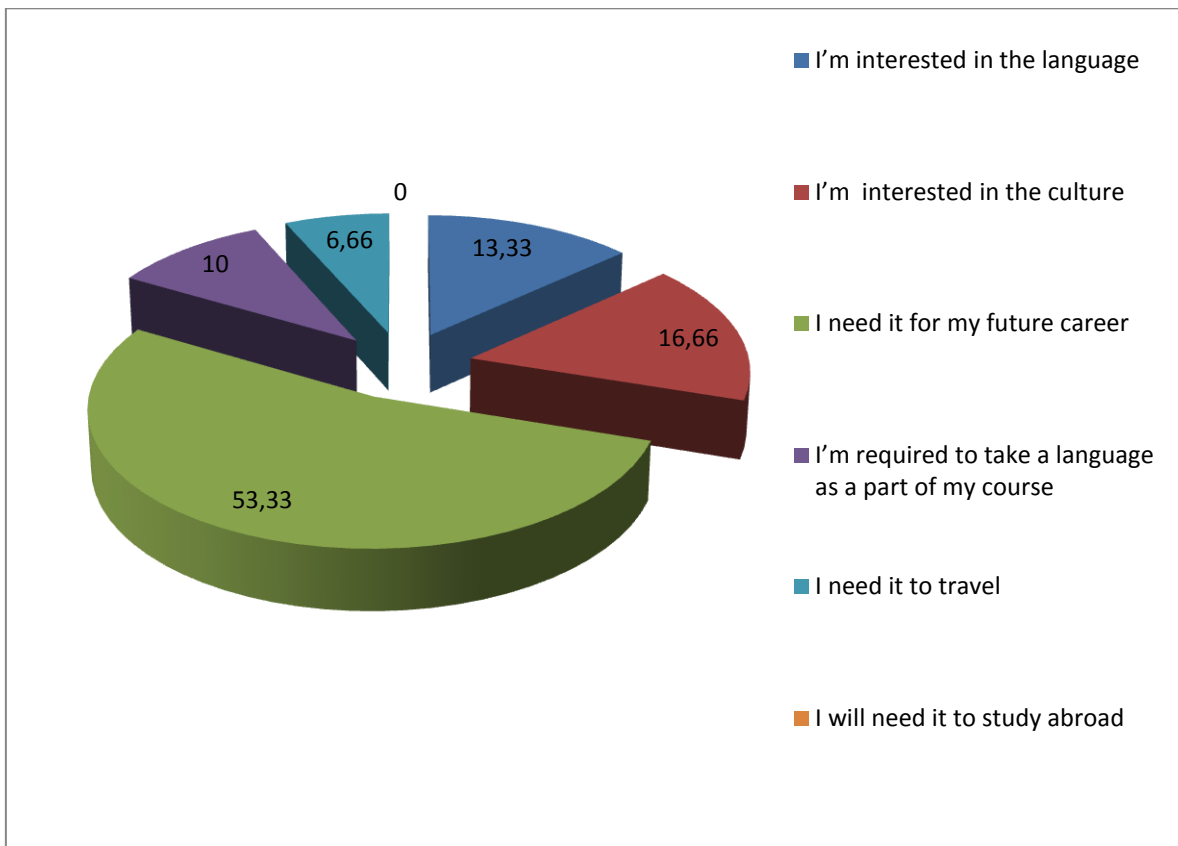
Pie Chart 3.1. Reasons for Learning English

The results are evident since 53.33% expressed their desire to learn English specifically because of their career in front of 16.66 who are interested in the culture than 13.33% who are interested in the language itself. We can remark that there is a split between the third answer and the other answers.

Question 4: Do you find learning ESP difficult?
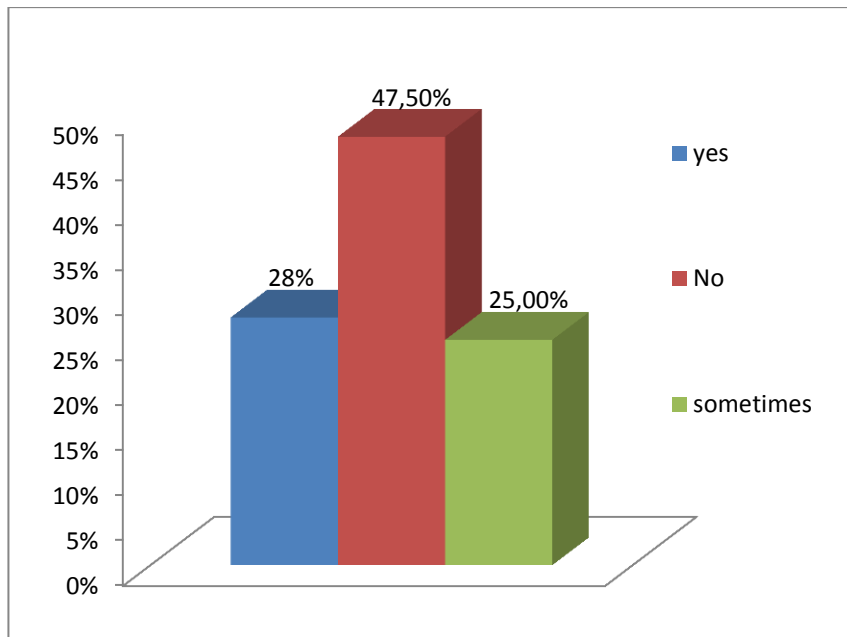
Bar Graph 3.3. The difficulty to Learn ESP

The percentage of the answers is evident since the number of the students who found learning English difficult are 28% in front of 47.50% who are not few and 25% who found the learning sometimes difficult and sometimes not according to the programme.

Question 5: When learning a foreign language, what do you prefer to use?

Table 3.1. Tools Used when Learning English

Possibilities	Number	Percentage
Books	11	13.75%
Textbooks	10	12.5%
Magazines/Newspaper	10	12.5%
Audiotapes	09	11.25%
Videotapes	13	16.25%
Computer program	08	10%
Internet	19	23.75%
Total	80	100%
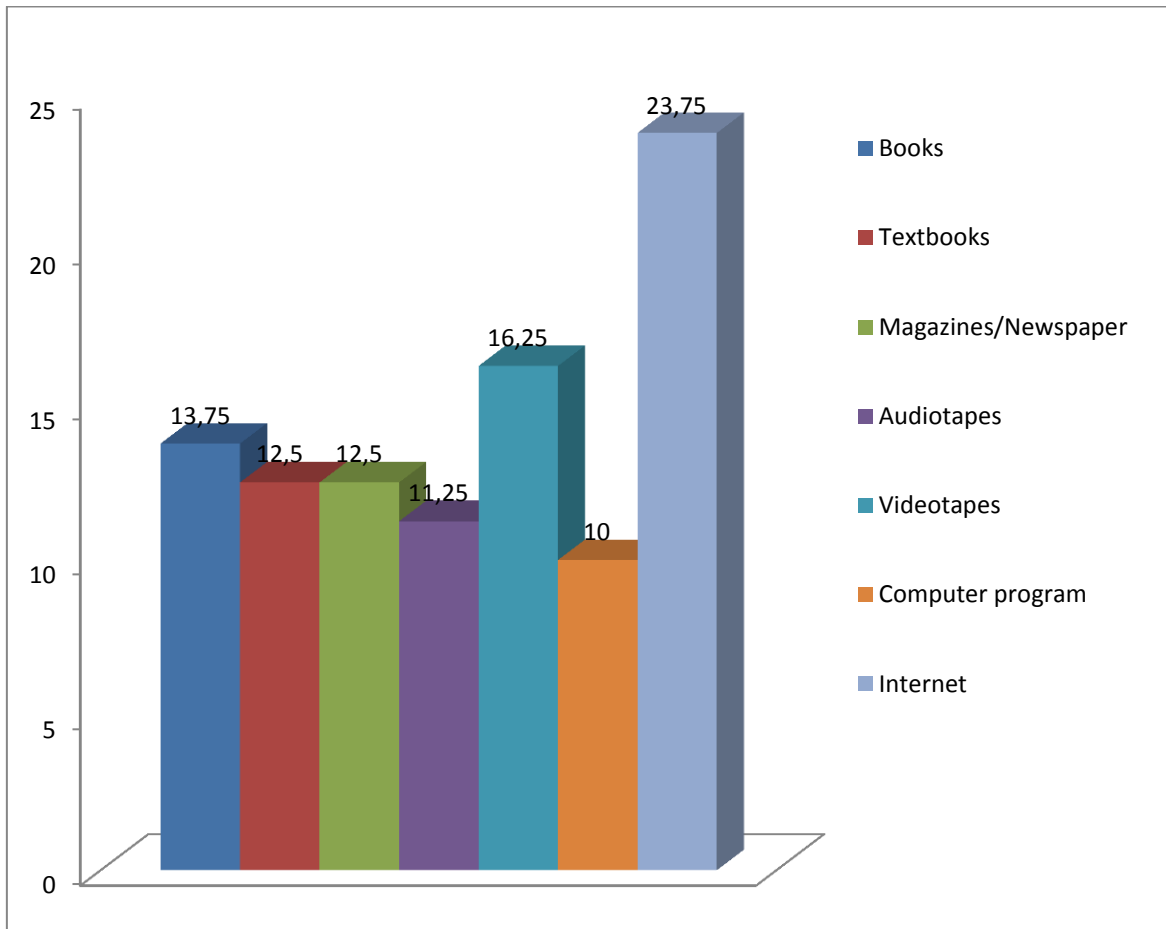
Bar Graph 3.4. Tools Used when Learning English

The results illustrate that the number of the students learning the English language prefer to use the internet with 36.66% followed by 20% who prefer the videotapes then 13.33% with books and the same percentage with textbooks. After that, we can find 6.66% who use audiotapes and only 3.33% who prefer use computer program. The results in the table above indicate the students' favourite tools while learning English.

Question 6: The most important method to learn ESP

Table 3.2. Methods Used to Learn ESP

Possibilities	Number	Percentage
Read textbooks	17	21.25%
Memorise vocabulary	09	11.25%
Know grammar	10	12.5%
Do lots of exercises	09	11.25%
Memorise teachers' notes	06	7.5%
Use teachers methods	07	8.75%
Make effort	08	10%
Follow teachers advice	07	8.75%
No answer	07	8.75%
Total	80	100%
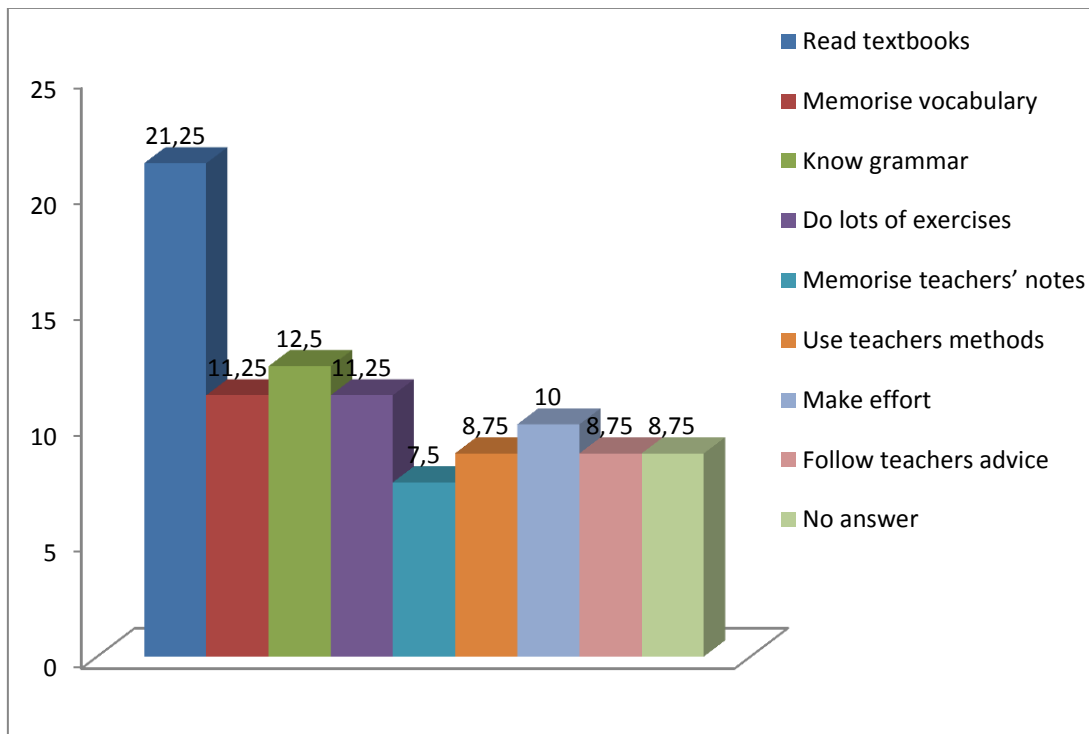
Bar Graph3.5. Methods Used to Learn ESP

From the table above, we can deduce considerable responses of the most important method used to learn ESP, the first one is to read textbooks with an amount of 23.33% followed by 16.66% of students who want to know grammar, then 13.33% who prefer memorise vocabulary and do many exercises. Only 10% of the students choose to make some effort at classroom followed by 6.66% for using teacher method and follow teacher advice respectively. We can deduce from the answers given by the students that each one has preferences to a specific method/approach and thus; to improve their lacks in either grammar, vocabulary or to ameliorate their reading or writing skills by reading texts books.

Question 7: Which skill is the most important for you when learning?

Table 3.1, mentioned above, is another clear representation of the emphasis on the skills and summarises the results that have been recorded. Hence, it is clear that there has been much demand for the speaking and listening skills with an equal amount while the reading and writing skills have been neglected by the students.

Table 3.3. Preferences for the Four skills

Skills	**Ranks**
Listening	17
speaking	18
Reading	12
Writing	13

This table Shows noticeable findings in the classification of the four skills where speaking is placed first just followed by listening in the second place. The writing skill is classified third while the writing occupies the last position. Obviously, this indicates that the students have developed a particular confidence in three skills namely reading, speaking and listening; but this is not the case for the writing skill.

Question 8: Do you prefer to learn English alone or in a group?

 Table 3.5. Learn Alone or in Group
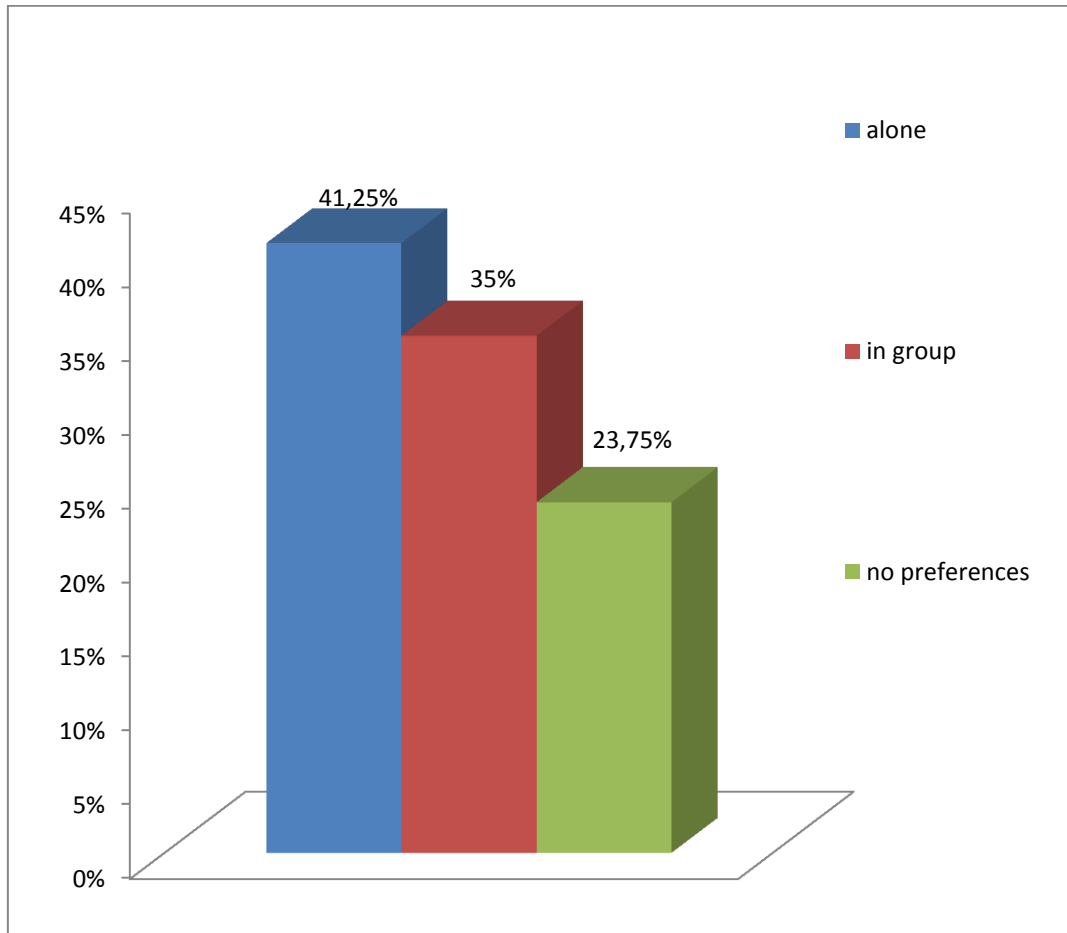
Bar Graph 3.6. Learn Alone or in Group

This table indicates that a great percentage of the learners prefer to learn alone with 41.25% in front of 35% who prefer to learn in a group. Only 23.75% declared has no preferences.

Question 9: What is an autonomous learner?

The only open-ended question has no answer, almost all the students without exception didn't answer this question and the reason is that; the students do not know the meaning of the question or they have no idea of a correct answer as explained earlier in the precedent chapters, the majority of them do not know how to formulate a correct sentence except some of them.

Question 10: Do you prefer to rely on yourself when learning English or on the teacher?
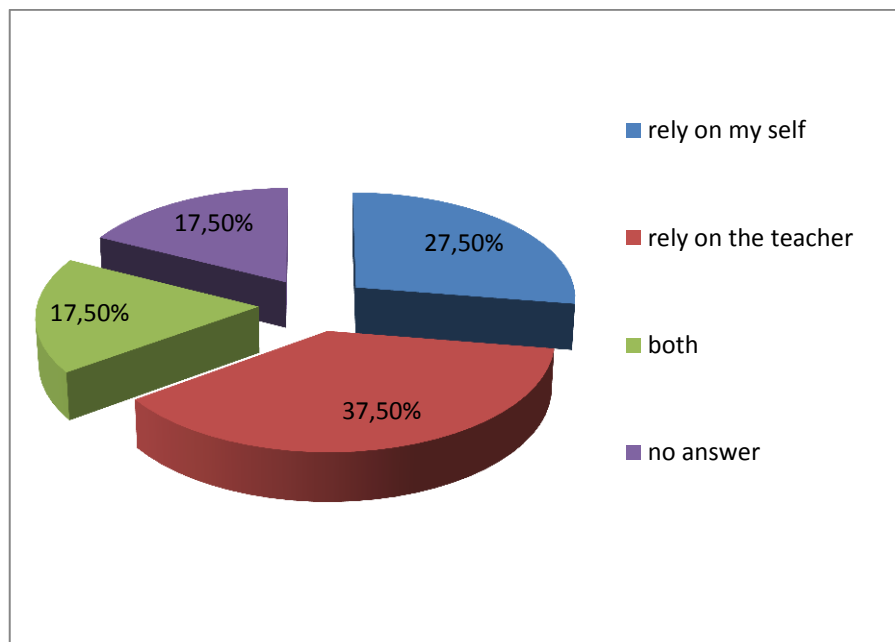
Pie Chart 3.2. Teacher's dependence or not to Learn ESP

The findings indicate that a great majority prefer to rely on the teacher for learning the English language far ahead with 37.50% and 27.5% preferred rely on themselves. While 17.5% preferred both of them and 17.5% do not give any answer. We can understand from these results that the teacher is concerned with the students as the monitor of the ESP classrooms.

Question 11: Do you think that the new technologies may foster learner autonomy?
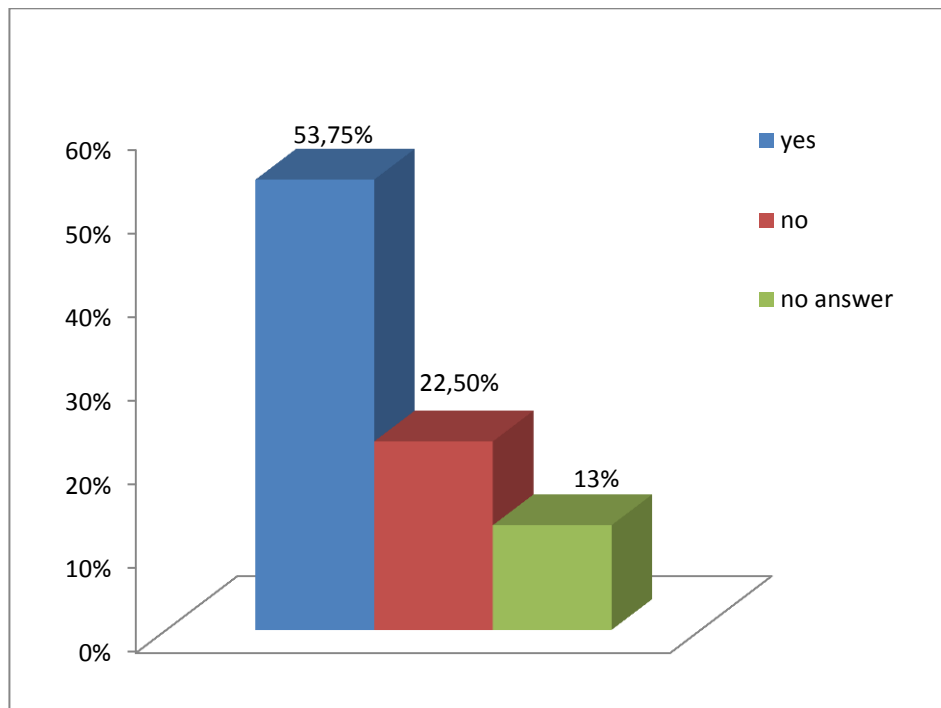
Bar Graph 3.7. New Technologies to Foster Learner Autonomy

The results indicated that almost all the students agreed that the new technologies foster their independent learning with 53.75%, however only, 22.50% think that they do not and 13% did not answer this question. It is important to specify that the new technologies disseminate in the learning process, thus, all the students use them in learning either with the simplest technology to the more complicated one.

Question 12: What are the most useful methods/ strategies when learning ESP?
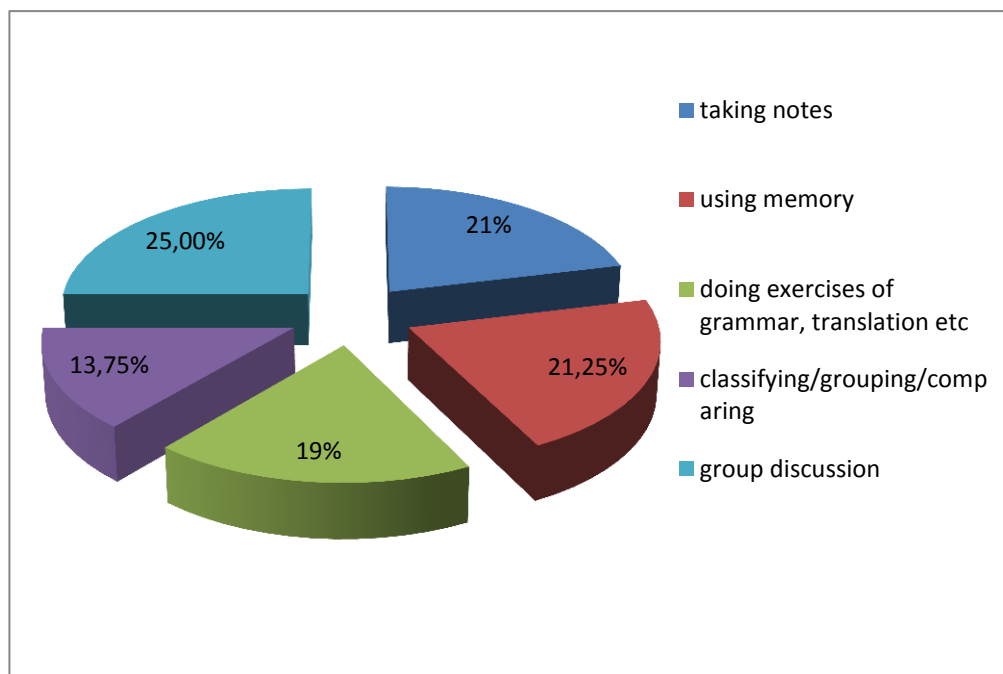
Pie Chart 3.3. Most used Methods/Strategies to Learn ESP

The results are various according to students strategies used while learning English, the method wanted to be used by the learners is a group discussion with 25% where they could improve the speaking skill followed directly with taking notes with 21% and using memory with the same score. Doing exercises of grammar and translation is used by 19% of the learners and finally classifying, grouping and comparing is used only by 13.75%.

Question 13: Do you feel that your motivation to study English has increased while using another method?

Table 3.7. Improvement of Motivation while using new Technique
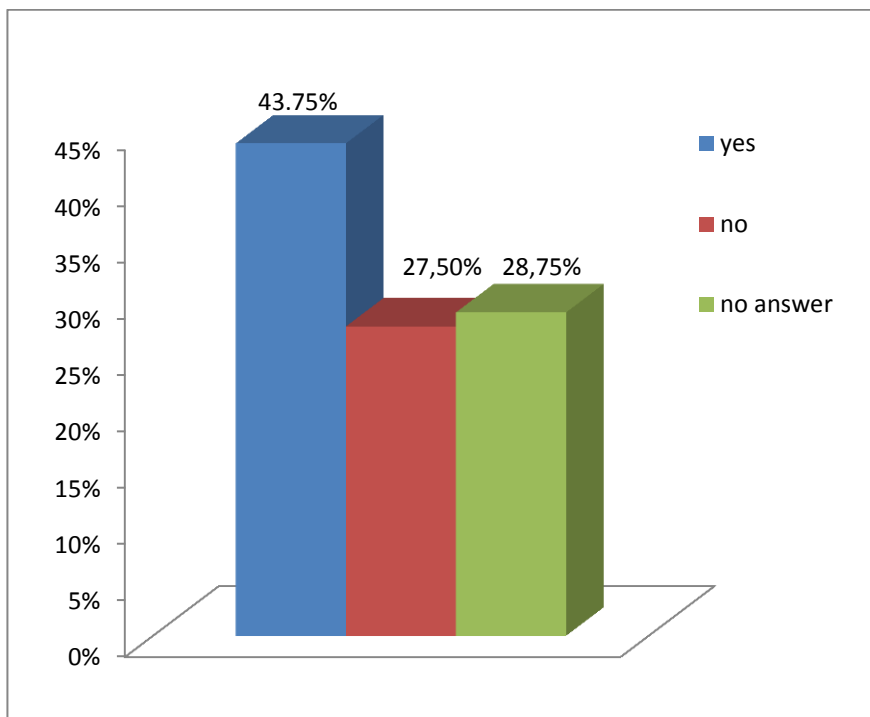
Bar Graph3.8. Improvement of Motivation while using Another Method

The results illustrate that the students' motivation has increased significantly with 44%, however, 27.5% declared are not motivated more than that. We should underline that 28.75% do not give any answer to this question which is considered as an important score.

Question 14: Do you find difficulty studying English at home or in class?
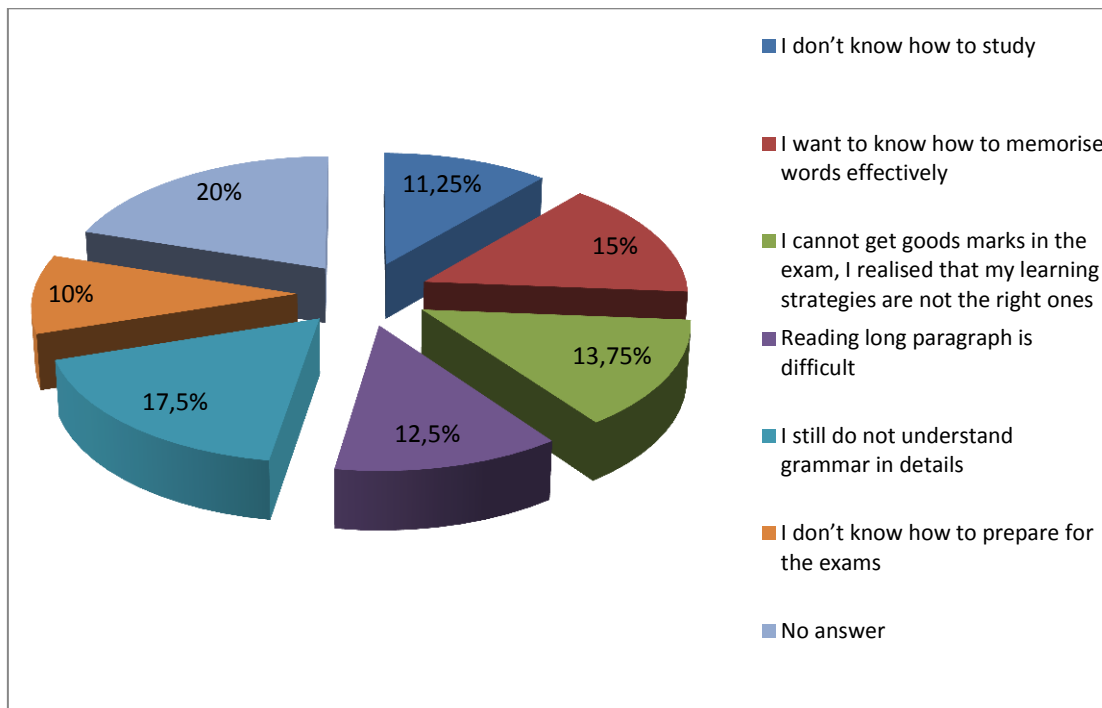
Pie Chart 3.4. Difficulties to Learn English at home/ in class

The number of students who do not give any answer to the difficulty encountered during the learning process of ESP is relatively high compared to the other answers with 20% followed by 17.25% of the students who find difficulties in studying grammar which is the main weakness of the learners. We can remark the other lacks of learning English is respectively to know how to memorise English vocabulary with15 % followed by learning strategies which are not the right ones in parallel with to read a long paragraph is too difficult with the same percentage. Only 11% of the learners who do not know how to study followed with 15% of them who do not know how to prepare for the exams.

Question 15: According to you why are some students better than others in learning ESP?
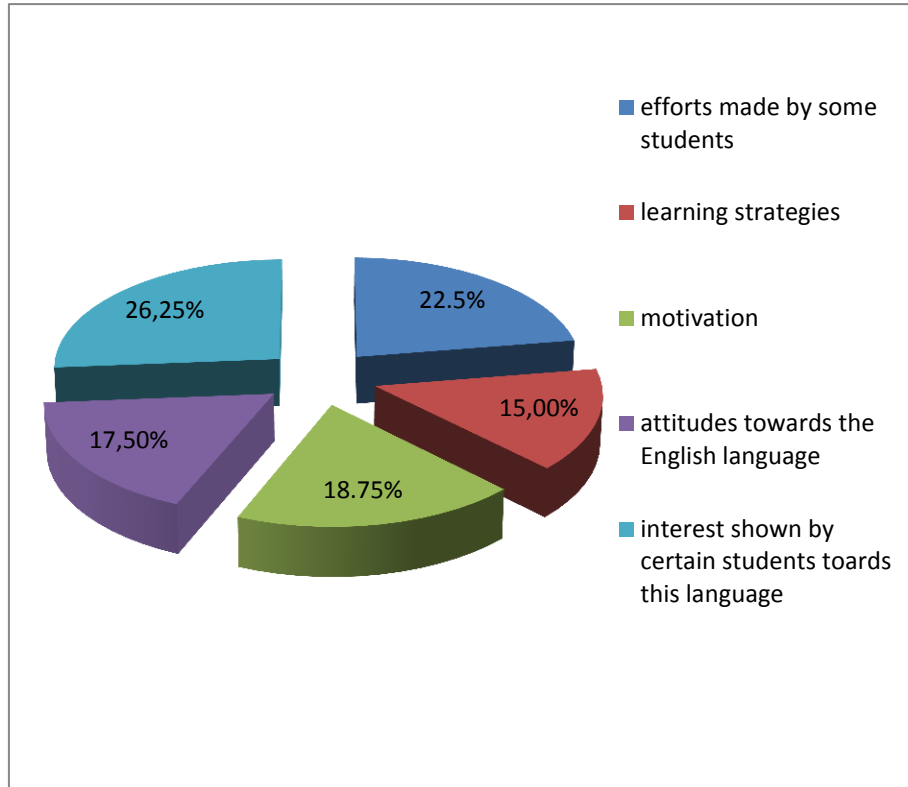
Pie Chart 3.5. Reasons to succeed in Learning ESP

From the table above we can remark that some students are better than the others in learning English which is due to their efforts with 23% and interest shown by some of them to this language with 26.25%. Concerning the other items; motivation followed by attitudes towards the English language are respectively 19% and 17.50%. The last point which is about learning strategies is only with 15%.

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Question 16: What are the factors that affect your learning?
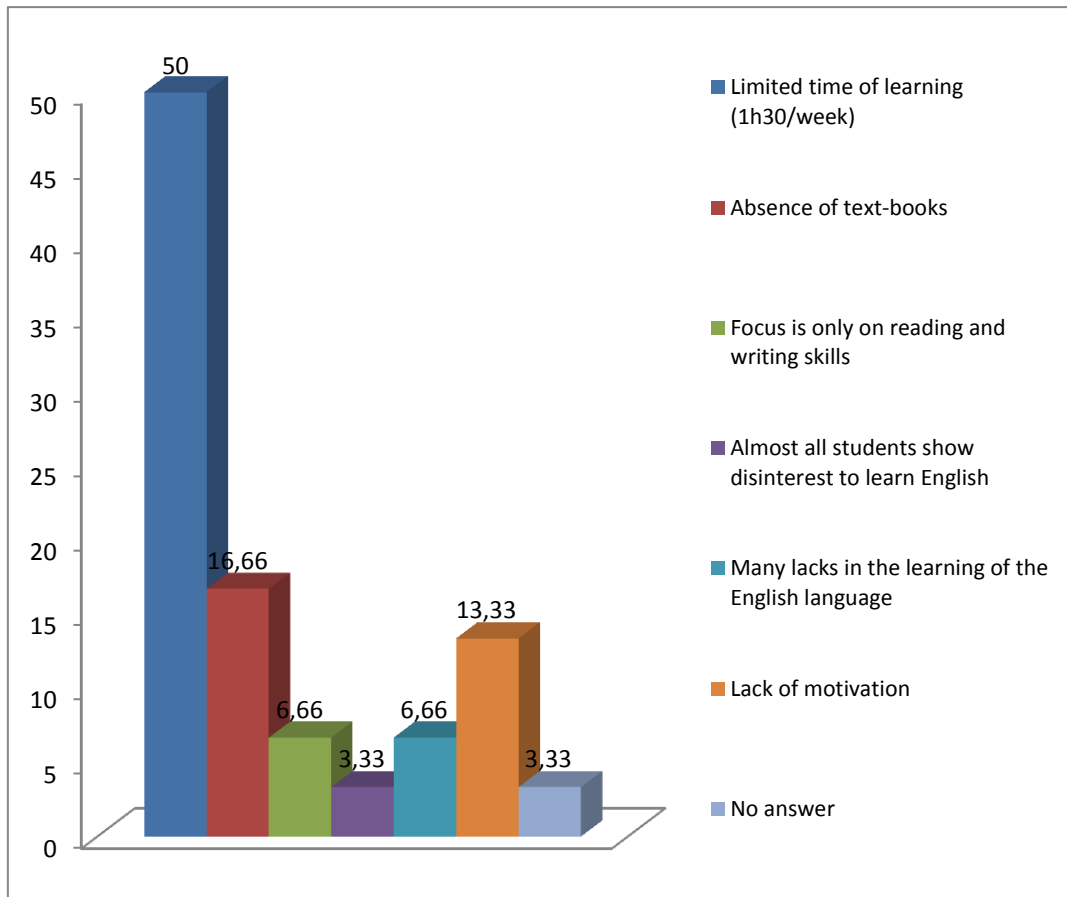
Bar Graph 3.9. Factors that Affect Learning

The findings indicate that 50% of the students' learning is affected by the limited time of the English module, in other words, one hour and half per week is not sufficient to improve their weaknesses or to make them perform in the four skills especially speaking and writing, followed by 16.66% and 13.33% of the students who mentioned that their learning is not achieved because of the absence of text-books and lack of motivation. The other 6.66% of the students are affected by many lacks of the English language followed by 3.33% of the learners who showed disinterest in learning English.

Question 17: How do you see the role of the teacher of English at EPST?
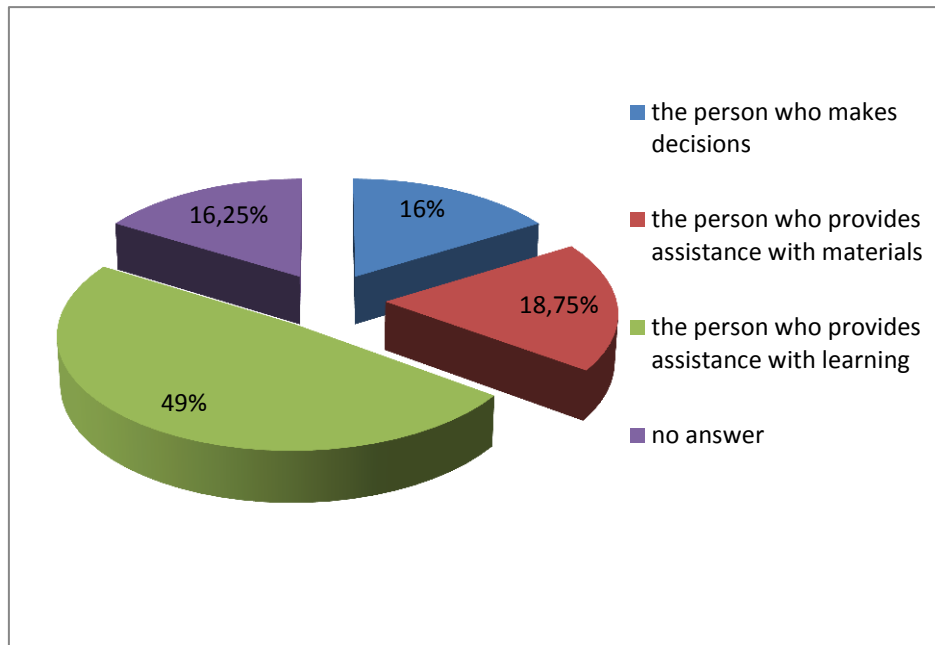
Pie Chart 3.6. Role of the Teacher at EPST

The results indicate in a majority that the role of the teacher at EPST is the person who provides assistance with learning with 49%, in other words, students need from their teachers to guide them in learning English. A little score is recorded for a person who provides assistance with materials with 18.75% and only 16% for a person who makes a decision.

Question 18: Is the syllabus proposed by the EPST adequate to your needs?
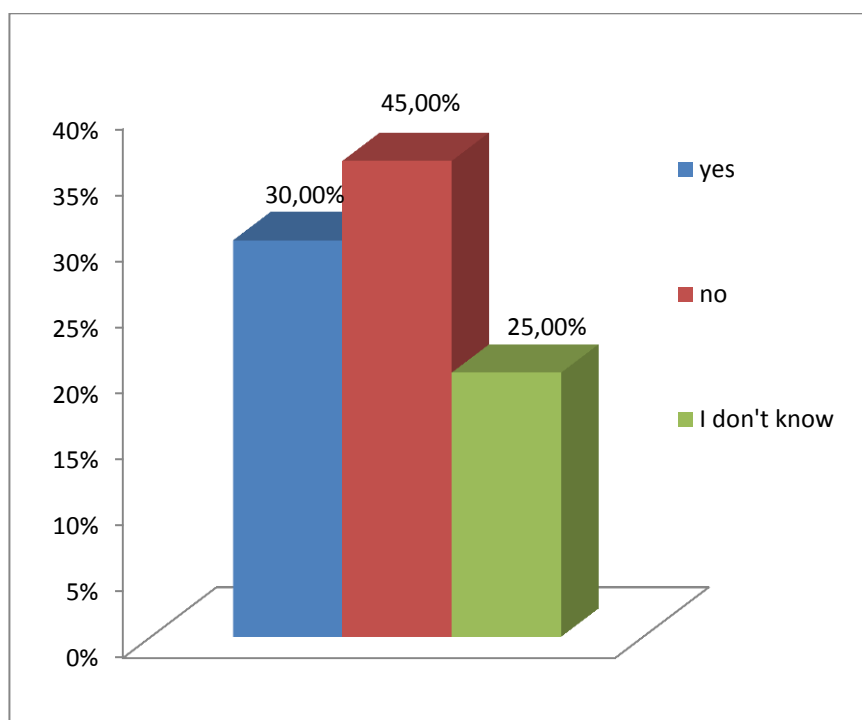
Bar Graph 3.10. Adequacy of Syllabus to Students Needs

The answers are clear and without ambiguity since 36% of the students declared that the syllabus proposed by the EPST is not appropriate to their needs. Almost all the learners want that the syllabus would be adequate to ESP students especially to ameliorate their lacks in grammar. However, 26.6% are satisfied with the present syllabus and do not show a desire to change it or to bring some improvement. Only 6.66% of the students are disinterested of the question.

Question 19: Does the EPST provide you with necessary materials to foster your learning?
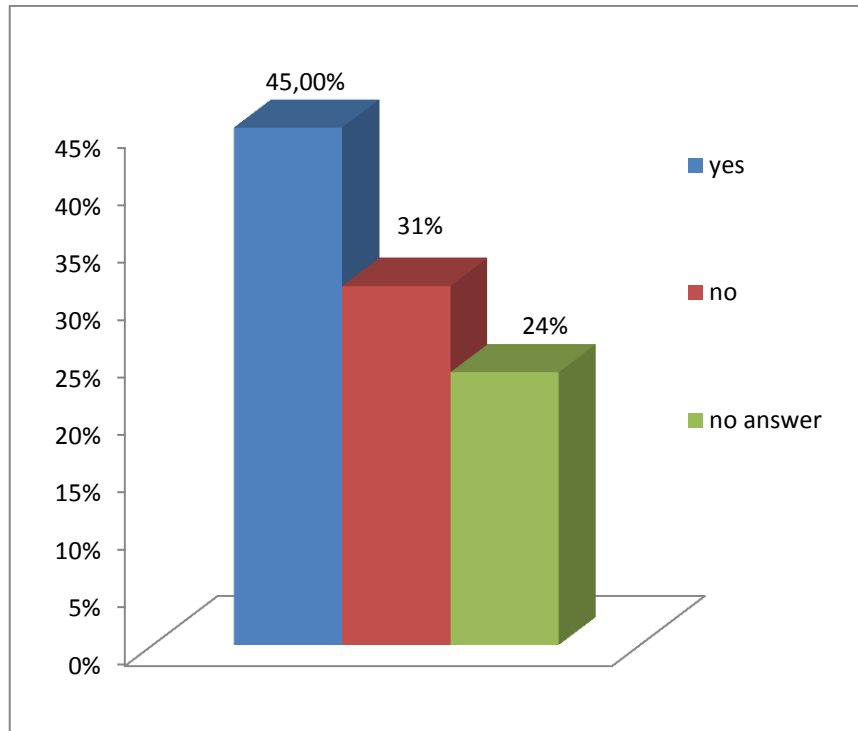
Bar Graph3.11. Availability of the Materials at the EPST

The majority of the results are yes with 45.33% where the students could find in the EPST books available to study, they are also provided with WIFI to make research, however, 31.25% declared not provided with necessary materials and 23.75 % Did not give any answer.

Question 20: Do language Labs foster learner autonomy?
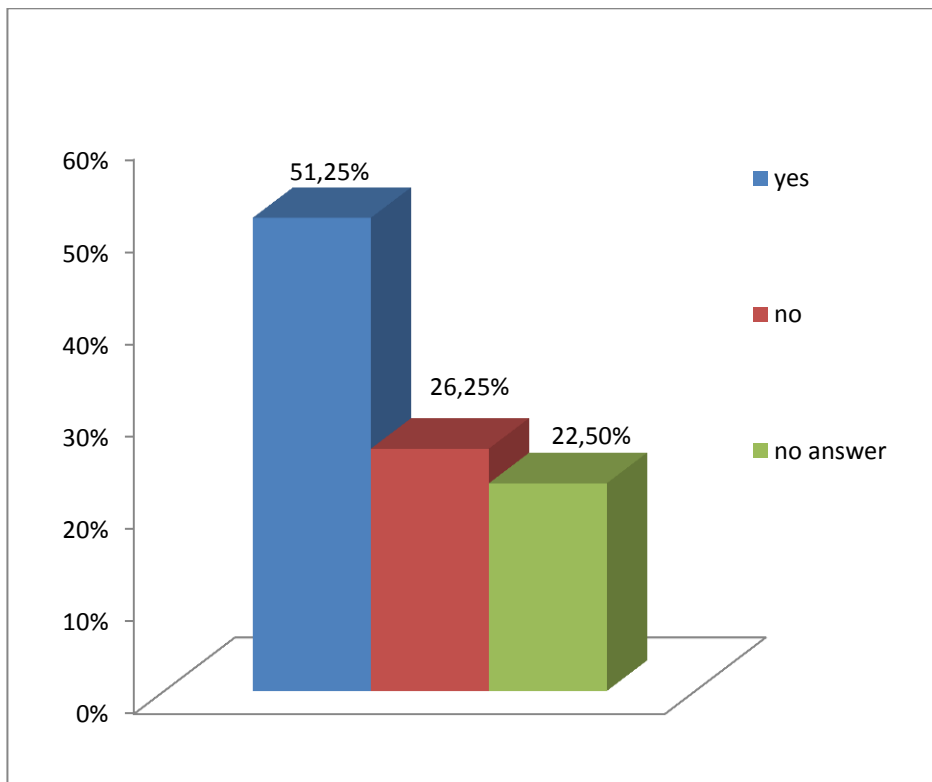
Bar Graph 3.12. Using Labs to Foster Learner Autonomy

The table above demonstrates that 51.25% of the students are convinced that learning in language laboratories may promote learner autonomy however, 26.25% do not think so while 22.50% do not give any answer.

The analysis of the English language students' questionnaire has permitted to highlight the concept of learner autonomy vs. dependent learning in ESP classes and permitted the researcher to shed more important light on the difficulties encountered by the students during the learning process. The questions provided to the students are not very specific to autonomous learning in order to find first what are the problems encountered in ESP classrooms, then to look for the strategies used by the learners. And most importantly what is the role of the students in ESP classrooms. According to this collection of data we can determine the different solutions that may fulfill students need for learning ESP effectively.

3.5.3. Students' Interview

The interview was added to students' questionnaire in order to reinforce the investigation; it is useful in such study because it allows the investigator to capture the perspectives and opinions of the participants. The students were interviewed individually at the end of the English lecture of course after obtaining their consent; the interviews were prepared in advance under, written form. The interviews were semi-structured, consisting of pre-written major questions as well as additional questions asked during the interviews.

The data obtained came from the interaction between the researcher and the participants where additional information was collected and elaborated. The following is a sample of the pre-written questions for the students' interview:

Questions about interest to study English

- Do you like the English language?
- Do you follow other lectures except those offered at EPST?
- How motivated are you in studying English?

Questions about tools used when learning ESP

- Which tool(s) do you use when learning English?

- Do you use your cellular phones in class as a learning tool?

- What kind of technology do you prefer to use?

Questions about different approaches to learning

- Which skill do you prefer to learn mostly?

- Are you motivated by working in a group or alone?

- Do you think that working in group/alone is more effective?

- Do you think that independent learning is more efficient than the classical way?

- Do you prefer teacher -based approach or student- based approach?

About syllabus proposed by EPST and student needs

- Is the syllabus proposed by the EPST appropriate to your needs?

- Is it essential to change the programme of the English module?

Question about some suggestions proposed by the participants

- Do you find some difficulties in learning ESP?

- What do you propose?

The researcher chose four students to participate in the interview; two from group A and two from group B. He selected the participants according to some characteristics based especially on student's successful approaches to learning. The interview was analysed under the form of tables as follows:

Question1: *where are you from/years of studying English/ gender?*

Table 3.4. Years of Studying English

Participants	Student A	Student B	Student C	Student D
Wilaya	SidiBelabbes	Boumerdes	Djelfa	Setif
Years of study	9	8	8	8
Gender	Girl	Boy	Boy	Girl
Marks obtained in the exams	17	18	18	18

Question2: *Do you like the English language*

Table 3.5. Desire to Study the English Language

Student A	Student B	Student C	Student D
YES	YES	YES	YES

3: *Do you follow other lectures of English except those of EPST?*

Table 3.6.Following Extra-Programme

Student A	Student B	Student C	Student D
NO	YES	NO	NO

Question4: *How motivated are you in studying English*?

Table 3.7. Student Motivation to Study English

Student A	Student B	Student C	Student D
Very motivated	Very motivated	Very motivated	Very motivated

Question 5: *Which skill do you prefer to learn the most*?

Table 3.8.The Most Preferred Skill

Student A	Student B	Student C	Student D
Listening/speaking	Listening	Speaking	Listening/ speaking

Question 6: *Which tool(s) do you use when learning English?*

Table 3.9. Tools Used to Study ESP

Student A	Student B	Student C	Student D
Phones/PC/TV	TV/books/PC	TV/books	Phone /PC

Question *7: Are the new technologies important for learning English?*

Table 3.10. The Importance of the New Technologies

Student A	Student B	Student C	Student D
Yes	Sometimes	Not necessarily	Yes

Question 8: *Choose by priority the most useful websites google, facebook, skype, others*

Table 3.11. The Most Used Websites

Student A	Student B	Student C	Student D
Facebook/skype	Google/Facebook	Google	Google

Question 9: *Do you use you cellular phone in class instead of dictionary*

Table 3.12. Use of Cellular Phones as a Tool to Learn

Student A	Student B	Student C	Student D
Yes	Yes	No	YES

Question 10: *What is the successful method; learning in group/Alone?*

Table 3.13. Learning in Group or Alone

Student A	Student B	Student C	Student D
Group	Alone	Alone	Alone

Question 11: *Do you prefer teacher- based approach/student- based approach?*

Table 3.14. Preference for Teacher-Based Approach or Student-Based Approach

Student A	Student B	Student C	Student D
Learner- based approach	Learner- based approach	Learner- based approach	Teacher- based approach

Question 12*: What is the aim of learning English for you?*

Table 3.15. Aim to Learn English

Student A	Student B	Student C	Student D
Working/travel	Communicate/work/travel	Studies culture	Future studies/working

Question 13*: Is it necessary to change the English syllabus according to your needs?*

Table 3.16. The Adequacy of Syllabus to Student Needs

Student A	Student B	Student C	Student D
Yes	Yes	Yes	YES

Question 14*: Do you find some difficulties in learning English, could you mention them?*

Table 3.17. Difficulties Encountered when Studying English

Student A	Student B	Student C	Student D
No	Hate grammar	No	No

Question 15*: Do you have some suggestions to promote autonomous learning?*

 Table 3.18. Suggestion and Recommendations to Foster Autonomous Learning

Student A	Student B	Student C	Student D
Internet/dialogues	Movies/dialogues	Movies/dialogues	Relying on my self

From the tables above, we can notice that the answers were clear and precise; therefore; this study tries to highlight the ways in which autonomy is demonstrated or facilitated. Thus, the analysis of this interview is based on four dimensions:

- ✓ Student motivation toward learning English
- ✓ Different approaches used by the students in order to learn English
- ✓ Tools used to learn English
- ✓ Difficulties encountered in the learning process

3.5.4. Teachers' Interview

The researcher needed to obtain the ESP teachers' perspective on the research topic. Thus, mid-way through the course, a semi-structured interview was carried out with the students' instructor to explore how she/he introduced and supported the use of online resources, his reaction, and what he felt he would gain from transferring some control over to the learners.

A questionnaire has been administered to a sample of three English language teachers who have taught at the Social Sciences Department at the EPST.A certain number of items that have been proposed are expected to better understand. From

the teacher's point of view, the appraisal of the students' needs analysis that we intend to conduct. This has resulted in eighteen questions; there are presented as follows:

1. Years of teaching ESP at EPST

Table 3.19. Years of Teaching ESP at EPST

Teacher A	Teacher B	Teacher C
04	04	04

The first table indicates that all the teachers have the same teaching experience of ESP at the Preparatory School of Sciences and Techniques of Tlemcen which is four years.

2- *How do you see the role of the teacher at EPST?*

Table 3.20. Role of the Teacher

Teacher A	Teacher B	Teacher C
Trivial	Insignificant	Necessary

The second table shows that the teacher's role at EPST is seen as trivial and insignificant for some teachers while the other one find it as necessary. These answers depend on teachers 'point of view.

3- *Do you find difficulties in teaching ESP at EPST?*

Table 3.21. Difficulties to Teach ESP

Teacher A	Teacher B	Teacher C
Not at all	Not at all	Sometimes

The majority of the teachers of ESP do not find difficulties in teaching English, however, training teachers in how to teach ESP lectures is a necessity even for the most competent ones and thus ,to acquire the basis of ESP and to be more comfortable with the scientific and technical topics and items.

4- *Are your students motivated to learn English and why?*

Table 3.22. Students Motivation to Learn ESP

Teacher A	Teacher B	Teacher C
No/ because of the programme	Yes/No/because of the difficulties or programme	No/ because of the coefficient

The question of motivation is always present in teaching/learning process, unfortunately, in this case, all the teachers of the EPST express their disappointment while teaching ESP, except only some students who like English and therefore are motivated to learn it.

5-*Do you rely on a specific programme (provided by the school) when teaching English?*

Table 3.23. Follow a Specific Programme

Teacher A	Teacher B	Teacher C
Yes	Yes	Yes

As the EPST provides the teachers with an established programme for the first and second year, therefore, they have to respect it without changing it. However, in some cases, teachers are free to add some lessons which seem interesting or important to improve student level. In this case, all the ESP teachers state that they rely on the programme.

6-*Do you introduce other items (extra programme) to your students to motivate them?*

Table 3.24.Introduction of Extra-Items

Teacher A	Teacher B	Teacher C
Sometimes	Yes	Yes

The majority of the answers are yes for introducing other items to the programme, and there are some teachers who prefer to focuson the speaking skill by using dialogues, other want to improve listening by bringing some watching videos or simply to introduce other activities.

7-*Do you prefer to use the new technologies in teaching or the classical way?*

Table 3.25.Preference for the New Technologies or Classical way to Teach ESP

Teacher A	Teacher B	Teacher C
The new technologies	The new technologies	The new technologies

The answer would be that all the teachers prefer to use the new technologies to teach ESP, the results would be satisfactory because the learners are more motivated than when the classical method is used.

8-*What are the materials available at the EPST*

Table 3.26.Availability of Materials at EPST

Teacher A	Teacher B	Teacher C
Data show	Data show	Data show/ photocopier

The material available at EPST is the labs where the English lectures take place. However, the one of the English modules is out of work. For some teachers, labs should be repaired in order to teach ESP.

9-***Do you note that your students are autonomous/independent learners and to what extent***?

Table 3.27. Measuring Autonomy in ESP Classrooms

Teacher A	Teacher B	Teacher C
Some of them are independent	Not at all	No

Here, the question concerning autonomous learning is principal, therefore, all the teachers were asked about if their students are autonomous/independent learners, and the answer is that the majority of them are not independent learners except few students.

10-*What is learner autonomy according to you?*

Table 3.28. Definition of Learner Autonomy

Teacher A	Teacher B	Teacher C
It means that the learner accepts the idea that his contributions during the lessons are important	The learners learn by himself, he may be provided with materials and learn what he feels is necessary for him to learn	Good at English

We can deduce from the table above the different perceptions of learner autonomy by the teacher of ESP. In this case, we can realise each teacher point of view about independent learning.

11-*To what extent according to you learner autonomy contributes in learning ESP effectively?*

Table 3.29. Contribution of Learner Autonomy to Teach ESP Effectively

Teacher A	Teacher B	Teacher C
By some reflections /questions asked by the students which lead to motivate the teacher in the teaching/learning progress	If the internet is provided in class, student would feel more autonomous and would be more efficient	The learner is at ease and his responses are quick

According to the answers given by ESP teachers, students are autonomous in learning, only if they are more motivated and therefore, get better results.

12-*How do ESP teachers foster learner autonomy in ESP classrooms?*

Table 3.30. Fostering Learner Autonomy in ESP Classrooms

Teacher A	Teacher B	Teacher C
By helping the students/ the ability to take charge of their own learning	By helping them with adequate methods	By providing them with more information

The answers of ESP teachers are different from one another; therefore, one teacher considers that he could promote learner autonomy by helping his students with adequate strategies, the teacher C proposed to feed them with more information and

the last teacher by making them aware of the importance to study English not only in the classroom but even at home.

13-*Do you feel that you should act as facilitator or monitor in EPST? If there is another role please specify it*

Table 3.31. Role of the Teacher in the Classroom

Teacher A	Teacher B	Teacher C
Since the programme is a prescribed one, I think my role is rather that of monitor	Both	Both

All the teachers think that they should act as facilitator and a monitor in the classroom, except one who sees his role as monitor.

14- *Do you agree with the following statements? Choose the most appropriate one to your point of view*

Table 3.32. Teacher's Opinion on Learner Autonomy

Teacher A	Teacher B	Teacher C
1-Learner autonomy has a positive effect on success as a language learner 2-Learning to work alone is central to the development of learner autonomy 3-Learner-centered classrooms provide ideal conditions for developing learner autonomy	1-Learner autonomy cannot be promoted in teacher-centered classrooms 2- Learning how to learn is a key to developing learner autonomy. 3-Learning to work alone is central to the development of learner autonomy	1-Motivated language learners are more likely to develop learner autonomy than learners who are not motivated. 2-Tobecome autonomous, learners need to develop the ability to evaluate their own learning 3-The teacher has an important role to play in supporting learner autonomy

In the table above, the teachers have chosen the most appropriate statements according to their perceptions of learner autonomy and how it could be fostered. Those definitions of learner autonomy may guide the investigator for the analysis of the responses given by the teacher of EPST.

15-*What are the methods used to foster learner autonomy*?

Table 3.33. Methods Used to Foster Learner Autonomy

Teacher A	Teacher B	Teacher C
By giving them a work they should present at the end of the lecture	To make students be aware of the importance of learning English, to help them develop the ability to access themselves by themselves to help them develop the ability to know what they need.	By using communicative language teaching

The methods proposed by the teachers are according to them suitable to their classes, so every teacher feels that he/she should use an appropriate method to foster autonomy in the classrooms.

16-*What are the teaching materials you use for ESP students*

Table 3.34. Materials Used by the Teacher

Teacher A	Teacher B	Teacher C
Audio, texts, activities	Texts, videos, audios	Video, photocopies of texts and exercises

The answers are similar since all the teachers used the same material for their ESP students which are the video, audio, and provide them with texts and activities.

17-*Is group working one of the strategies you adopt in the classroom?*

Table 3.35. Group Working Used by the Teacher

Teacher A	Teacher B	Teacher C
No	No/ Sometimes but it is not fruitful as in most cases group members rely on one student to do the job for all the others.	No/Pair work

Group working is a strategy not very used by the teachers, only one teacher tried to make the students work differently but by using a pair work.

18-*How could you motivate your students to adopt an effective learning?*

Table 3.36. Teacher Strategies to Adopt an Effective Learning

Teacher A	Teacher B	Teacher C
By guiding them in their learning	To awaken the desire to learn and to convince them that they really need English for their present studies and the future ones.	By stressing on the most important point to learn English

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Motivation is the key to successful learning; however, every teacher has his/her point of view concerning the learning adopted in ESP classes.

The analysis of the teachers' interview permits to know more about the context of the study. It may provide the investigator with some useful information concerning the teaching/learning process in ESP classrooms, and the level of the second year students. In this view, the answers given by the teachers will be discussed afterwards in this research work.

3.5.5. Analysing Students Paper-Based Examination

Paper-based examination (PBE) system has been used for centuries in evaluating the learning abilities of a person. The introduction of written exams is believed to have fruitful results. Therefore, during this investigation, the researcher chose to introduce a sample of some students' paper examination and thus, to demonstrate that autonomous students succeed better than the others in the exams. The PBE system, to some extent, enables one to assess how much a person knows and how well he or she is able to apply what they know in solving problems. Although the PBE system has been useful in many ways, there are various ways in which examinations are done and each student has his/her own method of operation.

Various works on different examination systems have been implemented each with its own methodology. However, the aim of this point is to reconsider the question whether autonomous student succeed better in the exams than the others. According to Bloom's taxonomy it is designed to verify students' level during a written examination.

Table 3.37: Revised Bloom's Taxonomy showing a 'matrix' of knowledge and cognitive process dimensions (cited in Reeves, 2012:21)

Knowledge dimension	Remembering or recognising	Understanding	Applying	Evaluating	Creating
Factual knowledge					
Conceptual knowledge					
Procedural knowledge					
Meta-cognitive knowledge					

After the exams, the investigator who corrected the exam papers put aside the ones who were considered as independent learners; the result of examination papers of autonomous students revealed the following points:

✓ The learning level of autonomous students is high

✓ The vocabulary used in written expression is various and rich (understand/recognise/apply)

✓ The students used their own words when answering question or justifying answers (explain/justify)

✓ The students are able to write good paragraphs by evaluating a situation/thing and create new ones), so that they give their opinions at the end of their written expressions.

✓ Concerning section of grammar, the learners are able to understand and recognise the suitable answers either for tenses, affixation or passive/active voices. (see Appendix IV)

It is worth mentioning that the exams given to ESP students are used to evaluate their levels along the whole year. The selected students for interview and paper examination demonstrate once again that autonomous learners are successful in the learning process because they rely on themselves in all fields of study and prove that this approach of autonomy in learning is successful.

Table 3.38. Roles of Teachers in Self-assessments (Gardner, 2000: 56)

Role	Teacher's knowledge , expertise and skills
Awareness raising	**Knowledge:** Teachers know their students (educational background, cultural context, etc), so they know the problems which need dealing with. **Expertise:** Teachers can identify the benefits of Self-assessment for their students. **Skills:** Teachers can get their students' attention
Provision of guidance **Knowledge:** and materials	**Knowledge:** Teachers know about assessing learning. **Expertise:** Teachers are skilled assessors of learning. **Skills:** Teachers can produce assessment materials. Teachers can help learners focus an assessment
Interpretation results	**Knowledge:** Teachers know about the target language. **Expertise:** Teachers can judge the significance of results. **Skills:** Teachers can translate assessment outcomes into learning goals.

The above table indicates the role of teacher in assessing autonomous learners falls into three parts; the first one is to make the student aware of the benefits of assessment in general and self-assessment, in particular, the second point is to provide guidance for the students and the third one is to help the learners to understand the results.

The aim to assess second-year students in the national exam which is dealt at the end of the year is to make a classification of the students' marks over the national territory and therefore, to allow each one of them to get into a national superior school and thus, according to the marks obtained in the national exam.

3.6.   Discussion and Interpretation of the Results

Evaluation of ESP student's level and course objective in the preparatory School is a complex task that requires from the investigator clearness and objectivity. From the analysis of the questionnaire we can conclude that research on learner autonomy in ESP classrooms have different standpoints but they all have several important elements in common.

The teacher as a facilitator, counsellor, and resource

The importance of the role of the teacher to assist students to become autonomous learners is described by Voller (1997) in three categories: the teacher as facilitator, the teacher as a counsellor, and the teacher as a resource. And as a majority of the students rely on him to learn, his/her role is determinant to either provide the students with necessary information or to motivate them or to guide them for a better learning by adopting the right strategies according to the learner's needs.

The second level is concerned with learning strategies

Previous researches have focused on the importance of teaching strategies. Nunan (1996) proposes that some degree of autonomy can be fostered by systematically incorporating strategy training into the learning process.

Based on the investigation of second-year students undertaking English for specific Purposes, the researcher demonstrated the effectiveness of encouraging learners to adopt the right strategies to improve their own learning autonomy. He found that autonomy is enhanced when students are provided with opportunities to find easiness to learn English and evaluate their own progress, when students are encouraged to find their own language data and create their own learning task, and when students are given opportunities to select content.

Nunan (1996:24) stresses the importance of training learners in techniques on self-assessment, ongoing monitoring, self-evaluation and reflection as follows:

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"Once again, the teacher should not assume that learners have these skills at the beginning of the learning process, nor that all learners will appreciate the potential value of self-monitoring and reflection. However, during the course of instruction, they will be provided with opportunities for engaging in self-monitoring activities and using these as a way of developing their language skills, as well as their sensitivity to the learning process".

An interesting point is that students can experience the strategies that best help them to improve their learning of ESP in addition to motivating them when those learners are guided in the right way.

The third level is concerned with lacks

As mentioned in the questionnaire, the students reproach that among the major negative effects to learn ESP is concerned with not sufficient time to learn English; it means that they have only one hour and a half per week which is considered as not enough to learn.

The second lack is during the ESP lectures where the speaking skill is not sufficiently used, however, the majority of the students preferred to give importance to this skill in order to speak English.

The third lack is about weakness in grammar and vocabulary. As mentioned before, students studied English for eight or nine years, the number of years is normally sufficient to learn a foreign language, however, after the beginning of the ESP lectures, the weaknesses of the students in English are plenty and their level is not satisfactory at all especially in grammar where nearly all the learners do not master the basics of the English language.

As a response to the problems encountered, some suggestions could be proposed by the investigator as:

To develop some activities at the beginning of the year of the English sessions where the teacher could

- ✓ Discuss different strategies
- ✓ Deal with English deficiencies of each student (as there are small groups)
- ✓ Propose some activities to improve these weaknesses
- ✓ Expect students' needs
- ✓ Motivate the students to learn English by dealing with its importance

Among these factors, autonomous learning could be a good approach to motivate the learners to learn ESP English at EPST by relying on themselves where they could spend more time to learn throughout the internet, books or other tools and not rely only on the teacher as he could not be the key to all the solutions.

After analysing students' interview, the investigator could observe that all the participants are motivated to learn English and thus; for different reasons such as studies, work or travel. Each of them has his/her method towards learning English as by using the internet, watching movies or reading books. However, all of them prefer to study alone as student D claims "*In general I prefer to learn on my own. It's easier for me to read and understand on my own than with a group*". They do not encounter difficulties in learning English and privilege the student-based approach.

Moreover, the participants have very good marks in the exams and wish that the English syllabus could be changed according to their needs by focusing more on the speaking skill. They want that dialogues/communicative topics be introduced in order to develop the speaking skill.

The researcher could find some characteristics of learner autonomy which are taken from Benson model: The categories in this section are based on five characteristics of independent learners identified by Dickinson (1993:330-31) and on what Benson (2001) labeled *control over learning management:*

✓ Autonomous learners understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices.

✓ Autonomous learners are able to formulate their own learning objectives.

✓ Autonomous learners are able to select and make use of appropriate learning strategies.

✓ Autonomous learners are able to monitor their use of these strategies.

✓ Autonomous learners are able to self-assess, or monitor their own learning

The profile of an autonomous learner in this study can be summarised as follows:

- Desire to learn a particular language
- Methodical and disciplined
- Logical and analytical
- Show interest, motivation and curiosity
- Independent and self-sufficient
- Experienced in learning without the teacher
- Learn from book, website, TV

The analysis of the teachers' interview allows us to collect necessary data about teaching English for engineering and highlight difficulties encountered by the students while learning. In this case, the questions might be direct and clear so that the teachers could provide the investigator with some remarks and analysis of the situation in ESP classrooms and in this way they could determine the importance of independent learning to improve the student level. We can notice from the answers given by the teachers of EPST that students are not very motivated to learn English and according to them, is due to the low coefficient and interest given to this module at the EPST. Also, the majority of the students do not have a good level in English and this is because of their low level especially in grammar and written expression as mentioned by some of the teachers. According to teachers' remarks to

foster learner autonomy, they suggest to help the students by awakening them of the importance English should have in their present studies and future ones, in addition to the role played by the teacher at the ESP classrooms, according to them, teacher might be a monitor as well as a facilitator, perhaps by acting so, it may help the students to improve their learning.

We summarise the teachers' suggestions in the following points:

✓ The teacher should guide his/her students to learn.

✓ The teachers should be provided with necessary materials to motivate their students and to feed them with more suitable information according to their field of study.

✓ Teacher should be trained in order to know how to teach ESP in a better way.

✓ Use appropriate methods according to students' lacunas.

✓ Give more importance to the English module at the EPST.

✓ The shift from the teacher-centred approach to learner centred-approach to get successful learning.

✓ To promote learner autonomy in ESP classes to improve students' learning.

After doing the examination, the teacher could correct and analyse students' papers by applying Bloom's Taxonomy in order to demonstrate if autonomous students are able to recognise, understand, apply, evaluate and create during the exams. The students' paper examinations reveal that students could remember what was done in the English lectures as words used in the text, or explained. The second level is about understanding; here the student is able to describe, compare and classify things using his/her own words. For instance, in the PBE, there are questions of comprehensions where the learner is asked to answer questions of the text by explaining the right answer, or in the TRUE/FALSE section the student is asked to justify his/her answer. The third level is the ability to analyse, distinguish words or sentences which are mostly used in written expression, where he/she is asked to analyse a statement. The last level is to deal with student's opinions and the ability to give his/her points of view, particularly when writing a paragraph.

Therefore, we can summarise PBE based on Blooms' Taxonomy in the following points:

➢ The student will be able to memorise facts and details (how would you describe/what is /why did);

➢ He will be able to summarise and describe using his/her own words (how would you compare/classify);

➢ In the third point, the student (analyse/differentiate/distinguish/explain) things, words, sentences (what is the relationship between/what evidence can you find/justify);

➢ He will be able to make combination of ideas from different sources to form a whole (how would you test/what way would you design);

He will be able to develop opinions and make decisions based on specific criteria (how could you select/prove).

3.6. Conclusion

Making use of the 'results' analyses dealt in this chapter, it can be seen that learner autonomy is a way of learning not appreciated by ESP students except some of them. As English is the most used and important language in the world and students are aware of its importance and show interest to learn it, however, there are some features that affect their learning of ESP and thus; mainly due to the learners weakness in grammar and their demotivation in ESP classes is inevitably due to their difficulties to understand the English language and low level. The last is considered as the chief factors in either frustrating or deteriorating the learners' achievement in learning English for engineering. Despite student's awareness about their level and the difficulty to understand English, they show the willingness and desire to learn it, however, by the end of the academic year; the majority of them give up which is mainly due to the learning strategies they used in addition to the students poor language performance.

In this view, if independent learning is adopted by the students, it may help them greatly to improve their learning. Nonetheless, there are some shortcomings as learners' poor language proficiency or not appropriate strategies used by them which make them fail, however, our research demonstrates that some cases of students who adopt independent learning of ESP are successful learners and prefer rely on themselves to improve their learning.

Notes to chapter Three

- ✓ Autonomous learner: is that student or learner is expected to assume greater responsibility for, and take charge of, their own learning. (Little, 1991:4)
- ✓ Independent learner: is that when a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. (Candy, 1991)

CHAPTER FOUR

Suggestions and

Recommendations

Chapter Four: Suggestions and Recommendations

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4.1. Introduction

How to introduce learner autonomy in ESP classrooms at EPST is the major issue of this research. The present chapter attempts to identify the reasons behind unsuccessful learning factors of the second-year ESP students at the EPST of Tlemcen. Fortunately, some cases of independent learners exist and prove that this could be interesting to adopt it in ESP classes for a successful learning. This is why; some strategies exist to enhance students' autonomy and rely on themselves to improve their level. Based on the analysis of the data collected such as questionnaires , interviews and assessment are considered as very helpful since they allow us to identify the most crucial problem which is 'poor language proficiency'. For this reason, it is necessary to help students contribute in the learning process and take part of learning tasks independently. This method may help them to use suitable techniques to become more autonomous.

Thus, this chapter will provide us with some suggestions and recommendations collected from the teacher as well as students to engage in autonomous learning and whether motivation plays the role to foster students learning in ESP classrooms.

4.2. New Technologies to Foster Learner Autonomy

The last decade has shown great changes in the field of education especially in learning second and foreign languages. The emergence of the new technologies; from computers to the latest cellular phones and so on, make it an effective learning opportunity for students to learn effectively. Technology should be a tool to help educators and teachers to meet the educational needs of the learners. However, technology cannot work as the only solution. "As such, technologies cannot function as solutions in isolation, but must be thought of as key ingredients in making it possible for schools to address core educational challenges *(*Bennett & al, 2000 cited in Noeth, 2004: 2)

Bajcsy (2002 cited in Noeth, 2004:2) views technology in teaching and learning as an enabler and suggests that technology can work to:

- ✓ Help organise and provide structure for material to students.
- ✓ Help students, teachers, and parents interact, anytime and anywhere.
- ✓ Facilitate and assist in the authentication and prioritisation of Internet material.
- ✓ Simulate, visualise, and interact with scientific structures, processes, and models.
- ✓ Help in learning history and depicting future trends
- ✓ Serve as an extension and enhancer for handicapped populations.
- ✓ Provide automated translators for multilingual populations.

In this sense, Wilson notices that "technology as offering endless possibilities to enhance educational experiences, expand academic opportunities, and develop critical employment skills".(Wilson, 2002:7).Others affirm the real promise of technology to be in its potential to facilitate fundamental, qualitative changes in the nature of teaching and learning (Thompson & al, 2000).

However, The Benton Foundation Communications Policy Program (2002, cited in Noeth, 2004:3) suggests that five factors must be in place for technologies to support real profits in educational outcomes:

- ✓ Sustained and intensive professional development that takes place in the service of the core vision, not simply around technology.
- ✓ Leadership around technology use, anchored in solid educational objectives
- ✓ Adequate technology resources in the schools.
- ✓ Recognition that real change and lasting results take time.
- ✓ The evaluation that enables school leaders and teachers to determine whether they are realising their goals and to help them adjust their practice to better meet those goals.

There has been a general consensus among educators that technology may promote learning, therefore, the Internet and virtual learning environments diversify and enlarge the foreign language learning opportunities for course designers, teachers and learners and thus change the learning experience.

These require students to choose the application of new approaches in learning ESP. For instance, we cannot deal with learner independence without dealing with the new technologies. In this respect, Kluge & Riley "learners could relate to their own content, objects and other fellow learners, which enable them to be more active and independent in the learning process". (Kluge & Riley, 2008 cited in Simsek, 2015:2)

The role of technology in education has increasingly developed and made its roots by using new approaches in teaching as noticed by Jonassen& Land; "Learning is neither a transmissive nor a submissive process. Rather learning is willful, intentional, active, conscious, constructive practice that includes reciprocal intention action reflection activities. *(*Jonassen& Land, 2002 cited in Leinema, 2005:36)

4.2.1. Computer Access

Most students have access to computers and the internet either at school or at home which leads to a large use of social websites and multimedia.

How technology is nowadays used is a critical issue, and many schools may use computers in ways that may not contribute significantly to their entire population's productive learning. According to Barton "Despite such promise, however, there is varied evidence regarding the effectiveness of technology as it relates to educational equity and achievement issues**".** (Barton, 2001cited I Noeh: 1)

Computers are often said to support learner independence and interdependence while facilitating and enabling the construction of knowledge about the target language and the development of language skills (Wolff, 1997).

4.2.2. CALL to Enhance Learner Autonomy

We cannot deal with learner autonomy without considering Computer Assisted Language Learning (CALL).Therefore, Beatty (2010:7) points out that "CALL is defined as given the breadth of what may go on in computer-assisted language learning". He adds in this sense in more distinct definition of CALL "is any process in which a learner uses a computer and, as a result, improves his or her language". (Beatty, 2003: 7). In addition to Computer-assisted language learning (CALL) was a term agreed upon at the 1983 TESOL convention in a meeting (Chapelle, 2001:3). This expression is broadly used to refer to "the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly".

CALL is considered as an approach to language teaching and learning where the computer is used as a tool to reinforce teaching materials. In this sense, Levy (1997:1) defines CALL more succinctly and more broadly as "the search for and study of applications of the computer in language teaching and learning". This definition is in accordance with the majority of modern CALL practitioners. Nowadays, CALL takes a significant place in the field of research in higher education. Previously, CALL suggested a programme which was under the form of text presented on screen, and the main means by which the learner could react was by introducing an answer at the keyboard.

However, recent approaches to CALL have favoured a learner-centered rather than teacher centered-approach which is characterized by the use of '*concordance programs'* in the languages classrooms. Therefore, the Web-based CALL was the most used approach in recent years and offers huge services in language teaching and learning. According to Levy (1997:1); he states that;

> "Computer-Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and

assessment of material to be learned, usually including a substantial interactive element".

The role of CALL in language teaching/learning is to use the computer as

✓ **Tutor** for language drills or skill practice

✓ **Tool** for writing, presenting; and researching

✓ **Medium** of global communication

The number of teachers using CALL has increased considerably, although, the potential of the internet for educational use has its limits. CALL has its advantages and weaknesses in learning a foreign language, especially ESP. There are summarised in the table below by Meskill:

Table 4.1. What Computers Can and Can't "Do" (based on Meskill, 2002:122)

Computers CAN	Computer CAN'T
Judge **predetermined** right-or-wrong answers, e.g., multiple choice and fill-in-the-blanks	Judge **unexpected input**
Provide **immediate**, yet **fixed**, feedback, suggestions, and encouragement	Provide **individualised** feedback **beyond a predetermined list** of messages
Provide **authentic** information through**multimedia** - **texts**, **images**, **sounds**,**videos**, and **animations**	Engage learner in rich **negotiation of meaning** characteristic of face-to-face interaction
Motivate task **persistence** •**Record** learner's writing, speech, and learning progress	Motivate **depth and quality of engagement** characteristic of human interaction

The utilisation of computers in the classroom has shown advantageous in more than one respect. "Not only has it been found to facilitate student learning, but it has also been found to develop students' ability to learn independently, analyze information, think critically, and solve problems".(Goldman et al 1999; Smith, 2008).

According to Dina & Ciornei (2012: 251) CALL display many advantages when learning a foreign language, there are listed in the following points:

✓ The computer can promote language interaction between teacher and learners;

✓ It offers the possibility to simulate some processes and phenomena in motion through animation, and thus some experimental demos;

✓ Methods and manners of organising efficiently and modern the educational / learning process;

✓ Getting used to computer technology from an early age influences students intellectual development;

✓ It offers the possibility of realising a chain of didactic operations which are very important for evaluation, and also for developing students' creativity.

However, CALL doesn't have only advantages in the ESP classrooms but also weaknesses which may alter the learning process, Dina & Ciornei (2012: 251) point them as follows;

✓ Deterioration of the teacher role in the learning process;

✓ Division in small sections and well delimited of content leads shortening the matter, favouring those students with analytic thinking, but not those with synthetic thinking;

✓ Controlling step by step students mental activity by the teacher stops them from developing creative abilities and entrepreneur spirit and initiative;

✓ Excessive individualization of learning can lead to denial of the teacher – student dialogue and leads to the isolation of the learning process from its psycho – social context.

Table 4.2. Criteria for CALL Tasks (from Chapelle, 2001: 55)

Language learning potential	The degree of opportunity presents for beneficial focus on form
Learner fit	The amount of opportunity for engagement with language under appropriate conditions given learner characteristics
Meaning focus	The extent to which learners' attention is directed toward the meaning of language
Authenticity	The degree of correspondence between the learning activity and target language activities of interest to learners out of the classroom
Positive impact	The positive effects of the CALL activity on those who participate in it.
Practicality	The adequacy of resources to support the use of the CALL activity

The model of Chapelle falls short of providing a framework to fully evaluate the impact of CALL on the development of learner autonomy and thus; implicates language learning potential, positive effect, practicality, learner fit and authenticity. This comprises a helpful vision to consider the relationship between CALL and learner autonomy.

It should be mentioned that CALL has various positive aspects to raise students' motivation and attention to learn regarding their needs and lacks, nonetheless, the role of the teacher in the classroom is very significant and even if new technologies are present and efficient tools to enhance learner motivation, the teacher is irreplaceable as he/she can play many roles in ESP classes,

4.2.3. Television

It is agreed by researchers that television has a great potential for enhancing learning in general and particularly when learning a foreign language. There are different ways where learners could influence the learning process. However, we should take into consideration some aspects of learners as cultural background, motivation and the purpose of watching it. Reeves and Thorson (1986:347) point out,

> "Television messages can be divided into units that range from a single video frame to an entire program genre (McLeod and Reeves, 1980). A single frame could be defined in terms of structural properties of a picture (e.g., brightness, colour, spatial frequency) or meaningful characteristics such as picture content (i.e., the "story" in a picture, its personal relevance, or aesthetic appeal). Similar descriptions could be given for increasingly large windows in the stimulus. We could talk about these same characteristics with respect to 5 seconds, 5 minutes, 30-second commercials, entire programs, entire viewing sessions, or any number of other units."

The selection of the programme to be watched by the learners is an important step towards learning as mentioned by the students in the interview (see appendix II).
According to them, they generally learn English from movies they watch on TV. It is important to mention that they have a very good pronunciation similar to a native speaker. As they watch American films, therefore, they have American English pronunciation. This is evident that the learner is using the listening skill each time

she/he uses the TV as a tool of learning, so he is accustomed to the English language and even he could differentiate between RP English and American English.

To some extent, learning a foreign language is hard and the culture is different but the factor of attitudes and motivation is significant in watching TV in order to learn, therefore, the learner may enrich his/her vocabulary directly from the context. Also, the learners can see how words are pronounced and it may be a complete task when learning a foreign language. According to the students interviewed; they argue when watching a movie, they follow the following steps;

- Select an interesting movie: if the learner is not motivated by what he is doing or watching, he will not follow up until the end.

- Use a dictionary: if the learner cannot understand a word that sounds important in the movie, he/she could look for it in his dictionary and in this way he will enrich his vocabulary.

- Repeat short phrases: each time he can, the learner will repeat some short phrases that seem interesting for him or for his daily life.

We can conclude that television used as a tool could promote learning and develop the listening and speaking skills. Nevertheless, in the ESP classroom, few of students affirm using it to promote their learning.

4.2.4. Mobile Learning

Mobile or cellular phones are becoming popular in the ranks of ESP classroom; all of the students have a mobile phone which contains different applications. Therefore, it is used as a device to enhance learning as asserted by Muyinda "In education, mobile phones have led to the evolution of new paradigm known as mobile learning". (Muyinda et al, 2007).The UNESCO published in this sense;

"The rapid growth of access to mobile phones around the world and in Africa and the Middle East regions, in particular, have a potential of improving teaching, learning and institutional efficiencies to enable national education system transformation". (UNESCO, 2012 cited in Bernard: 119*)*

According to the teachers of the EPST, mobile phones can facilitate interaction in the English lectures, it means, when the students do not understand a word, he/she will look for it in his/her phone instead to ask the teacher each time. In other words, phones have replaced the traditional dictionaries of English. According toHuang et al,*"Mobile learning applications can facilitate students not only learning contents conveniently but also interacting with others collaboratively anytime and anywhere".* (Huang et al, 2010 cited in Bernard: 119)

As the EPST is equipped with the internet, it makes information and learning available for the students especially when the phones are modern, they can be used to help students to access the World Wide Web as mentioned by Ferry; *"Modern mobile phones can be used to help students to access web based contents, remix it, share it, collaborate with others and create media rich deliverable for the classroom teachers as well as global audience. (Ferry, 2009cited in Bernard: 119)

The mobile phone is used as a technological device to promote learning and facilitate access to information, for instance, Students can greatly benefit from having a camera on the cell phones for documenting visual materials and collecting scientific data (Common Wealth of Learning, 2008), Cui and Wang, (2008). In addition, mobile phone can be used for sharing information resources through Infrared, Bluetooth and Wi-Fi. Other applications including emails, Google drive and social media can equally be used for sharing academic information resources.

The researcher argues that in the ESP lectures, the motivated students used their phones during the lectures of English especially as dictionary where they could learn new words (see appendix II).

Furthermore, only motivated students use this device as a learning tool which is considered by teachers to be efficient in teaching and learning. "It is now well established that mobile devices have the potential to provide new learning opportunities to learners in terms of their portability, interactivity, and even their costs compared with other electronic devices".(Kukulksa-Hulme, 2005:118)

Getting access to information and can share it with the others is significant for students who are interested in learning in ESP lectures. Thus, it is allowed by the teachers of English to use it inside the classrooms. Nevertheless, once, the lecture is finished the students prefer using computers which are available at the library. As pointed out by an interviewee; *"I prefer to get into the library to have access to some searching motors in order to get considerable data".*

4.2.5. Websites to Promote Learner Autonomy

Over the last decade, the new technologies entered the educational field and planted its roots in the teaching/learning process. Therefore, teachers, as well as learners, find themselves involved in a new era with the increasing number of websites. For instance, most of the students are using social websites to communicate with each other, or they can use them as a research motor to find information about lectures, or they can download a great deal of data. Through the use of websites, the learners have the opportunity to learn, practice exchange with others which is a motivating way to learn the foreign language particularly English because of its worldwide use. However, not all the learners are implicated in using English while communicating with other students.

The websites allow the students to get considerable data and documents; these include synonyms, opposites, more information about the lectures held in the classrooms, exercises and many others. In addition to other useful features as calculation, language translation, and measurement in every field they are looking for.

The use of websites is long and various. It may help the ESP students to look for vocabulary, download documents, books, articles. Translate words, watch movies etc. therefore; for some autonomous learners at the EPST, some websites as YouTube allow them to learn English in an effective way. So they have a good pronunciation in addition to the good marks they get in the exams. Nevertheless, those independent students are very few in ESP classes and make the level of English very high.

4.3.   Weaknesses in Teaching ESP

In English for specific purposes, the students are learning it because of their working environment; as Harding (2007: 6) puts it: "in ESP – English for Specific Purposes – the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job". He explained that ESP is needed in different fields of studies or work and all the learners should have access to the same thing as technical vocabulary, specialised texts and scientific documentation, he points out;

> "The large number of different professions has brought about the need for ESP specialisms, all of which share some common characteristics, such as specific needs, technical specialised vocabulary and documentation, specialised texts and interaction, an identifiable working environment, and so on". *(*Harding, 2007: 6*)*

Nevertheless, teachers, as well as students, encountered a series of unresolved problems during the learning process. In fact, there are some lacks or weaknesses when teaching ESP for the second year students at the EPST of Tlemcen among them we can list the following ones:

4.3.1. ESP Teacher

Specialists all over the world argue that with regard to ESP; teachers need to be experts in the subject area in question. ESP teachers should be able to incorporate students' acquaintance about the question and as Ellis and Johnson (1994: 26) put it:

> "It is the learners who have the specific content knowledge and who are able to bring that knowledge to the classroom". Good ESP teachers will thus above all be "experts in presenting and explaining the language," who also have the ability "to ask the right questions and make good use of the answers".

In addition to selecting suitable materials and activities, designing specific lectures, the ESP teacher should have some basic knowledge about the course he/she is teaching. It is important for the learners that their instructor should be aware of the subject matter. In this way, he will encourage his students to share their own knowledge about the course and to make them actively participate in the learning process.

However, there are some inconveniences that the teachers of the EPST of Tlemcen encounter during their lectures which are:

1. They did not learn ESP lectures before, in other words; at university; they have modules as grammar, civilisation and literature which have nothing to do with ESP lectures where they have to deal with scientific and technical texts and vocabulary, except for grammar.

2. They should select appropriate texts and vocabulary to their students following the programme proposed by the EPST.

3. The syllabus proposed at the beginning of the year is not adequate to students' needs, however in 2015 another syllabus has been updated; it is richer in grammar and the learner is able to deal not only with listening and reading skills but also with speaking one.

4. The EPST is equipped with labs of foreign languages but the teachers cannot have access to each lecture. Sometimes, they can exchange with other teachers but it is not always evident.

5. Almost all the teachers find the majority of the students unmotivated to learn ESP and this makes the teaching task very difficult.

6. The last point is that the English module is taught only one hour and a half per week, it is not sufficient for the students to improve their language level.

4.3.2. Material

The material is a significant tool to learning that is why the teacher should carefully select the adequate material for his students; nevertheless, the choice of the appropriate material should mainly depend on the learner's needs. In other words, the material should focus on learning ESP in relation to their actual studies. According to Prabhu;

> "To another important issue regarding materials is that they should be used as sources: "The fact that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can, in fact, be strength for any form of teaching".(1994: 94)

It is important to mention that text- books do not exist at EPST; it is the teacher's task to look for lectures in the web or books by following the programme suggested by the school. The material found in the EPST for teaching ESP is appropriate but not sufficient to remedy to students weakness especially in improving their level, particularly in grammar. Another important point is that not all the students are comfortable with some materials as labs.

As Ellis and Johnson (1994:115) emphasize, the choice of materials has a major impact on what happens in the course. They clarified on the following three levels:

- It "determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions";

- It "has implications for the methods and techniques by which the learners will learn";

- Last but not least, "the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation".

Another important point to deal with is the usefulness of the material selected. According to Lewis and Hill (1993: 52-53) students' considerations include the following:

- Will the materials be useful to the students?

- Do they stimulate students' curiosity?

- Are the materials relevant to the students and their needs?

- Are they fun to do? - Will the students find the tasks and activities worth doing?

Finally, the weaknesses listed above have a relation between the teacher, student and material and the right solution will be that "the ESP teacher has to select materials that will help the students achieve the course objectives". *(Ellis and Johnson, 1994:115)*

4.3.3. Social Factors

The environment is among the factors that affect learning either in a positive way or negative one. Environment conditions include factors associated with learners' location, culture and attitude towards a given language. In the case of our research; the students studying at EPST come from different regions of Algeria as it is mentioned in (Appendix II), therefore these students in question have different attitudes towards foreign languages and this is because of local context for learning foreign languages.

For instance, the learning context in Djelfa varies from ones of Setif or Boumerdes as argued by Astin "that different students invest different levels of engagement in academic work and the same students invest different levels of engagement in different academic contexts (Astin, 1999).

In other words, the quality of student engagement can be enhanced by the learning environment. Thus, Astin (1984; 1991) states "that the effectiveness of a learning environment is related to the capacity of the environment to increase student engagement». Therefore, the investigator has attempted to understand during the English sessions why are certain students involved in learning ESP and how learning environment influences student engagement.

Moreover, the researchers are concerned with identifying the characteristics of effective learning environment that lead to students' deeper levels of engagement during their learning. It can be mentioned that approximately most of the students who do not succeed in learning the English language have a negative attitude towards it or have a low level (appendix I demonstrates reasons that affect students' learning of ESP).

4.4. Student's Perception of Autonomous Learning

The idea of learner autonomy raises important questions in the field of teaching ESP at the EPST of Tlemcen where the students are considered as the 'elite'. In other words, the students have a good level compared to those of the university, therefore, the teachers expect from them to demonstrate their ability to learn effectively and succeed in the exams. However, each student is unique and each one has his/her proper approach to learning. There are some learners who adapt some effective strategies that allow them to succeed while some strategies of the others will not pay. Nevertheless, it is often demonstrated that the concept of learner autonomy has a close relation with successful students that is why the researcher focuses on learner perception of independent learning.

The concept of learner autonomy is gaining momentum over the world and autonomous learners have an active role in learning a foreign language as cited by Boud "all intents and purposes, the autonomous learner takes a (pro-) active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher *". (*Boud, 1988 cited in Thanasoulas: 3)

Learner autonomy is not only a concept; it is a role that all the learners have if possible to adopt in order to succeed in their learning. According to Omaggio, 1978, cited in Wenden, 1998: 41-42)

1. Autonomous learners have insights into their learning styles and strategies;
2. Take an active approach to the learning task at hand;
3. Are willing to take risks, i.e. to communicate in the target language at all costs;
4. Are good guessers;
5. Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;

6. Develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply, and finally

7. Have a tolerant and outgoing approach to the target language.

In other words, learners should play an active role by taking place in the learning process. However, in Algeria learning is based principally on teacher-based approach, therefore students are not accustomed to the new approach which is the learner-centered approach or autonomous learning. That is why students are passive learners in the classroom and rely on the teacher to give them the necessary information.

Students' perception on independent learning varies from one country to another according to the level of technology integrated into learning. Also, the culture plays an important role in such independent learning, for instance, in the developed countries learning is based on student based-approach and favoured the application of the new technologies in the field of education.

Nevertheless, in Algeria learning is still based on the traditional approach which is the teacher-centered approach where the instructor is the most important figure in learning because he has to provide the students with a great deal of information. On the other hand, learners are not active in learning English which is the case of ESP students at the EPST of Tlemcen. They expect from the teacher to provide them with information, do the lecture, correct the activities and the list is too long. However, the ESP teachers do not agree with this method, they prefer to implicate their students and make them participate in the learning process. But it is not an easy task because the students are accustomed to this method and according to the questionnaire given to them, the students are unlikely to be able to realise learner autonomy because they put the whole responsibility in a teacher-centered way and/or students fail to practice their ownership of learning processes.

Based on the students' opinions, it is suggested that teachers need to help students become autonomous learners by raising the students' awareness and re-adjusting the learning approaches that have discouraged them from learning autonomously.

4.5. Suggestion and Recommendations

The great interest in learner autonomy in the ESP classrooms and the desire of the teacher to shift to learner-centered approach, however, it is not an easy task for the teachers to implement autonomous learning in the English classrooms**.** Several approaches have been taken by the teacher of EPST to foster autonomy among them;

4.5.1. Identifying needs

In general cases, the learners attend ESP class without being careful of their specific needs; therefore, they are not able to identify their strengths and weaknesses in the English language. The teacher could recognise student's level at the beginning of the year but it is the student's duty to recognise their learning needs. For instance, there are some students who should develop their speaking skill, the others grammar or vocabulary. Therefore, the teacher should identify the needs of almost each student for dynamic process of teaching. In this way, students become aware of the importance of their needs and could in this way improve their weaknesses.

4.5.2. Setting goals

Before undertaking any specific approach to learner autonomy, the first and significant step for the students is to be aware of their strength and weakness in learning ESP. according to Nunan; "Learners who have reached a point where they are able to define their own goals and create their own learning opportunities have, by definition, become autonomous".(1999:145)

However, in traditional courses where the teacher is the most important figure in the learning process, it doesn't make it an easy task to shift from the teacher-centered approach to the learner-centered one.

Nunan makes a clear distinction between the learner-centered approach and the traditional curriculum as follows;

> "The key difference between learner-centered and traditional curriculum development is that, in the former, the curriculum is a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught".(1999, 2)

The only way to move toward learner-centeredness, then, is for students to have some say over what they are taught.

4.5.3. Selecting learning strategies

Understanding the importance of selecting appropriate strategies to learn is the way for success. Students are expected to work independently and become in this way responsible for their own learning. Therefore, some methods are used to enhance their learning. This 'Strategic learning' is useful and helps greatly the students to become responsible for their own learning and reflect on their ways of taking decisions. For instance, Chamot(1989:2) asserts in this sense; "Learners who are aware of effective learning practices monitor their progress and evaluate their performance and achievement. Students who have a repertoire of strategies at their disposal can make sophisticated learning decisions".

Students who work strategically are more motivated to learn and are more able to succeed than students who do not know how to use strategies effectively. In other words, students who know the strategies required for a given task are successful learners and could anticipate success as pointed out by O'Malley, Chamot, and Küpper, "Students with greater meta-cognitive awareness understand the similarity

between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing "how to learn."(O'Malley et al, 1989:1-2)

The studies revealed that the level of language proficiency has a great effect on strategies that students use.

The below points summarises the reasons for learning strategies in ESP classrooms adapted from Vicic (2011: 107-120), therefore, Teaching learning strategies include the following criteria:

✓ Strategic differences between more and less effective learners have been documented through research in both first and second language contexts. Better learners have greater meta-cognitive awareness, which helps them select appropriate strategies for a specific task.

✓ Most students can learn how to use learning strategies more effectively.

✓ Many strategies can be used for a variety of tasks, but most students need guidance in transferring a familiar strategy to new problems.

✓ Learning strategies instruction can increase student motivation in two main ways: by increasing students' confidence in their own learning ability and by providing students with specific techniques for successful language learning.

✓ Students who have learned how and when to use learning strategies become more self-reliant and better able to learn independently.

4.5.4. Assessment

Learners need to be assessed and thus to know what is good in their learning or not. Assessment is used to it links one's accomplishments with future work through a revision of one's goals and plans.

Assessment is crucial to learning particularly in the case of independent learning where learners are responsible for maintaining their motivation towards ESP. here is cyclical nature of the autonomous learning process.

4.6. ESP Teacher Recommendations

After a brief overview of some characteristics which may foster independent learning, let deal with ESP teachers' recommendation at the EPST of Tlemcen. All the teachers of ESP at the Preparatory School agree on some points about promoting learner autonomy in the ESP classes which are as follows;

✓ To develop in the students the ability to be aware of their strengths and weaknesses and therefore, look for the adequate strategies to enhance their learning of ESP.

✓ To motivate the students by using as much as possible the labs; it is important to capture their attention and interest in this language.

✓ To insist on the importance English has especially in their future studies, where the students will be in touch with this language as to write articles, to make research as there are some engineering schools at Algiers where learning is held only in English.

✓ To make the student participate in the learning process by making him develops the ability to evaluate his/her learning.

✓ Adopt the learner -centered classrooms where the results of a successful learning are hopeful.

✓ To train the teachers in the field of ESP and thus to make them know to be performant with ESP lectures.

In fact, teachers' recommendations are very interesting to promote learner autonomy and we can take them into consideration to improve the teaching/learning process of ESP at the Preparatory School of Sciences and Techniques.

4.6.1. Teaching Technical Vocabulary

The aim of teaching technical vocabulary is to help students acquire the information they need in their studies. By interacting with scientific words in multiple ways, they are able to approach words and their meanings in more complex way.

The vocabulary learnt is found in reading scientific texts where they could deal with words and their meanings. In addition to this, the students can deal with different activities such as:

- **True/False statements:** This includes statements taken from the text. Students look for True/False sentences. For example, when teaching a text about the production of sugar, using statements such as: "Plants use light from the sun in the process of photosynthesis"(**True**), Plants must depend on animals for food" **(False).**

- **Matching pairs:** Students are given a stack of definitions or statements and asked to match a term with its associated function, symbol, scientific name, etc. For example, in an activity about the computer; students match each part to its appropriate function. Other topics for matching pairs could include:

✓ Parts of a device and its function (e.g. simple machines)

✓ Classification of metals

✓ Material and its common use

✓ Technical/scientific term, meaning, image

Multiple choice questions: In this activity, the students have to find the best answer to the proposed words according to the text selected by the teacher. For example

Cautious means:

A) Ignorant, b) worried, c) curious, d) careful

Triggers means:

a) increases- b) starts, c) stops, d) decreases

Frayed means:

a) Worm out, b) renewed, c) overload, d)harmful

> **- Classification**: in such activity, the students should know how to classify, and another set of characteristics of each group, for example in the text of '*electrical conductivity*', the learner will be able to classify metals into different and appropriate categories as shown in the shape below:

Electrical Conductivity

Matter is frequently classified according to its electrical conductivity as a conductor, non-conductor, or semi-conductor. Conductors have many electrons that are free to move and are useful in carrying or conducting the electric current. Substances with few electrons are called nonconductors or insulators because they do not carry electric charge and can be used to prevent electricity from flowing where it is not wanted. Air, Wood, Glass and Plastic are insulators. A few substances like Carbon, Silicon, and Germanium do not fall into either of these categories. They are classed as semiconductors and are used in such electronic devices as transistor radios.
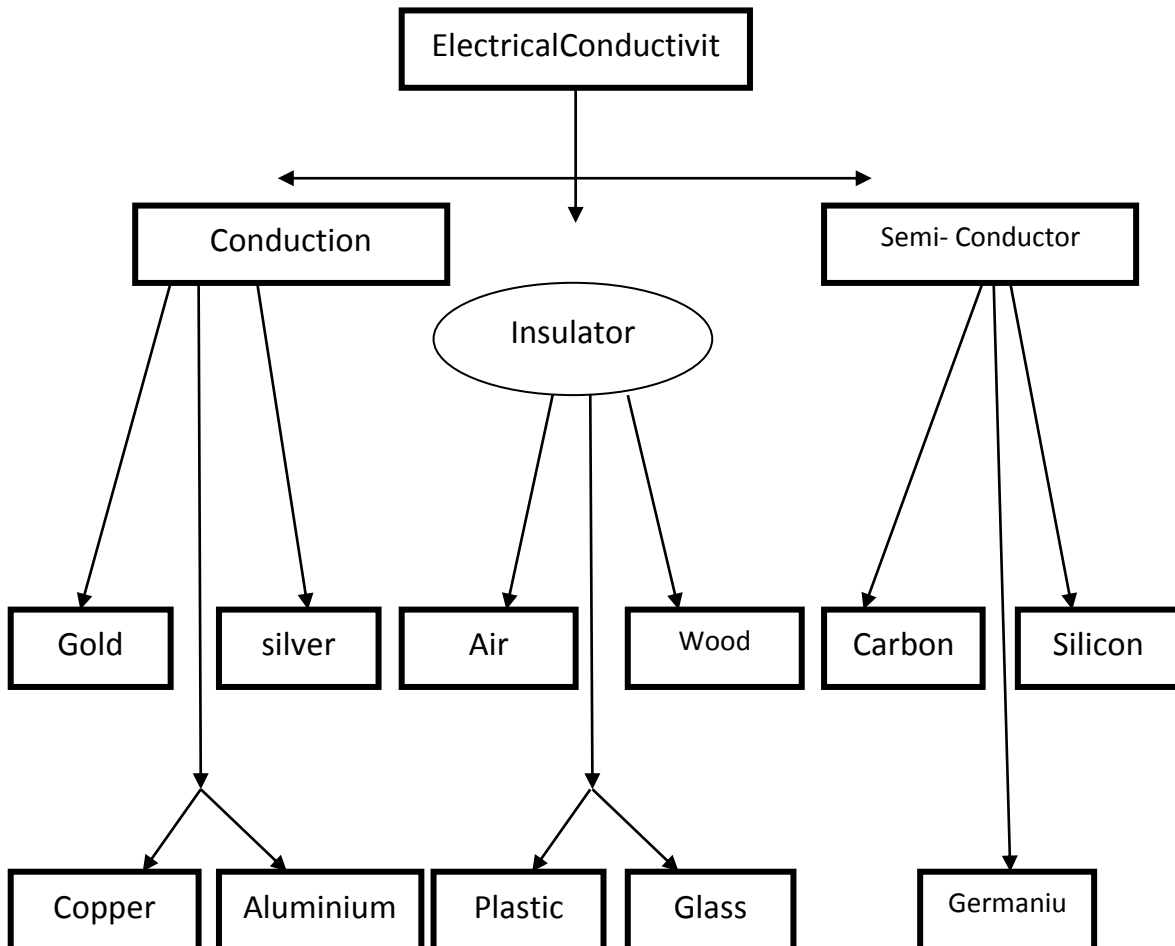
Figure 4.1 Electrical Conductivity

According to the text, the student is asked to classify the substances to these three categories which are the conductor, semi-conductor or insulator.

During the ESP lectures, the teacher provides his/her learners with vocabulary which seems difficult to understand and then explains these words by giving definitions or using the synonyms and opposites.

- **Find synonyms and opposites**: in this activity, the learner will look for the synonym of some scientific/technical word proposed by the teacher as we can find in the following example;

- **Fill in the gaps**

The teacher proposes an exercise where the students should use information in order to fill in the gaps for example: Use the words in the box to fill in the appropriate place.

> Design-machines-perspectives-liquid-portable-gas-element-computer-tri-dimensional

1- ……… can be sorted according to their………, mechanical, electrical and manual.

2- Apparatus are classified according to its use communication………, …………….. Apparatus.

3- Natural………….can be classified according to their ………, they may be solid ….or…………

4- ……………. Are classified according to their …………., either bi-dimensional or …………………..

5- We can classify………….. according to their…………., we can divide desktop or……………. computers.

This is another kind of exercise which makes student interact with scientific words in multiple ways as proposed by Carrie. These Graphic organisers can help students to present words with a range of contextual information.
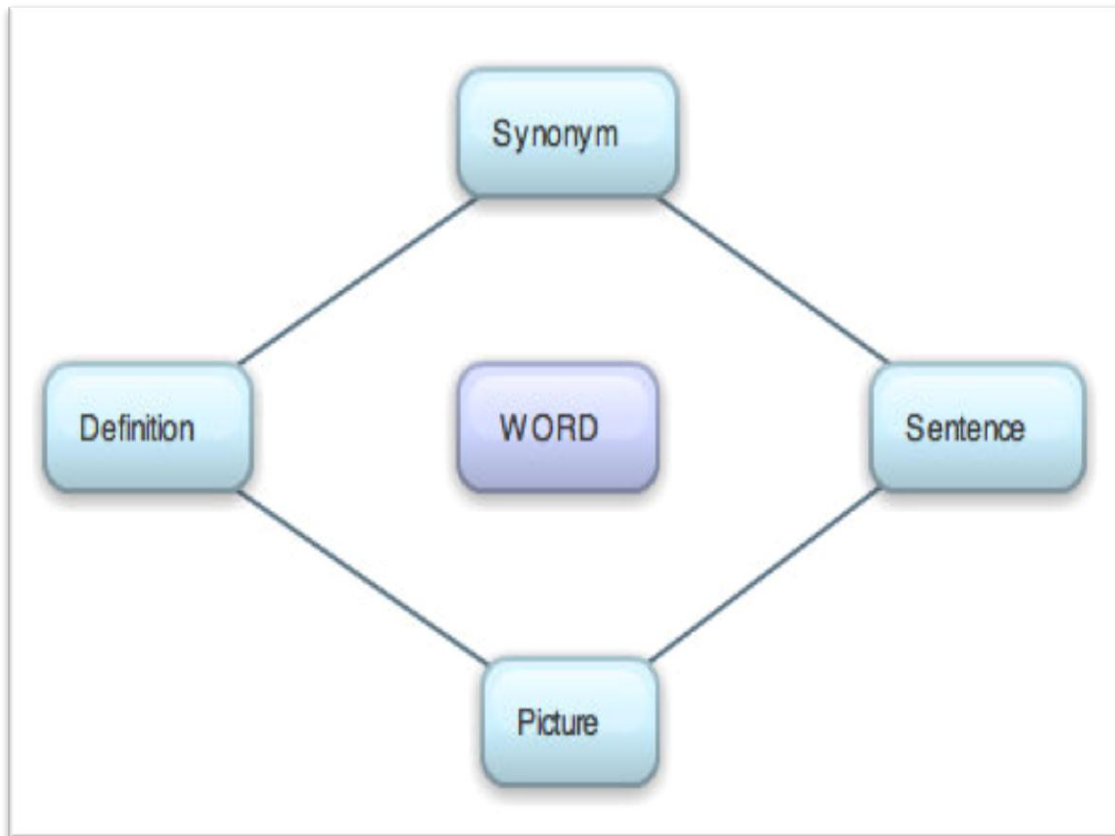
Figure 4.2. Graphic organiser provides a template for presenting a vocabulary word with contextual information (adapted by Carrier, 2001:6)

While there are many ways for helping students learn and use scientific and technical vocabulary, as we have seen in the above activities, another approach is the use of video where the teacher proposes to find the explanation of the words in some videos selected by him. For instance; in a lecture about describing an object, the teacher proposed to his/her students a video about *aircraft manufacturing* where the students could discover the shapes, dimensions and uses of this object. It seems to be more interesting and motivating for them as pointed out by Carrier (2011:2);

"Vocabulary instruction is effective when it includes visual, verbal, and physical support; therefore, physical scaffolding is critical in content-area teaching. Teachers' uses of nonverbal gestures or graphic representations convey understandings of science concepts and are beneficial for all students, including culturally and linguistically diverse students".

We can distinguish two types of vocabulary; general vocabulary and academic one as shown in the table below:

Table 4.3. Dudley-Evans &St John (developments in ESP a multi- disciplinary approach 1998:3)

Types of vocabulary	Examples
General vocabulary that has a higher frequency in a specific field	Academic: factor, method, function, occur, cycle, evaluative adjective such as relevant, important, interesting.
General English words that have a specific meaning in certain disciplines	Bug in computer sciences, force, acceleration and energy in physics, stress and strain in mechanics and engineering.

Here is an example of scientific text administrated to the students of EPST with two parts; the first one is comprehension of the text and the second one is to deal with the function of the language.

THE DISCOVERY OF THE ELECTRON

In the mid-1800's scientists wanted to know whether the atom was really indivisible. They also wanted to know why atoms of different elements had different properties. A major breakthrough came with the invention of the Crookes' tube or cathode-ray tube. What is a cathode-ray tube and how does it work? Everybody knows that some substances conduct electric current; that is, they are conductors, while other substances do not. But with enough electrical power, a current can be driven through any substance - solid, liquid, or gas. In the *cathode-ray tube,* a high voltage electric current is driven through a vacuum. The tube contains two pieces of metal, called **electrodes**. Each electrode is attached by a wire to the source of an electric current. The source has two terminals, positive and negative. The electrode attached to the positive electric terminal is called the *anode;* the electrode attached to the negative terminal is called the **cathode**. Crookes showed that when the current was turned on, a beam moved from the cathode to the anode; in other words, the beam moved from the negative to the positive terminal. Therefore, the beam had to be negative in nature.

The German physicists in Crookes's time favoured the *wave theory* of cathode rays because the beam travelled in straight lines, like water waves. But the English physicists favoured the *particle theory.* They said that the beam was composed of tiny particles which moved very quickly - so quickly that they were hardly influenced by gravity. That was why the particles moved in a straight path. Notice how an experimental observation led to two different theories.

Crookes proposed a method to solve the dilemma. If the beam was composed of negative particles, a magnet would deflect them. But if the beam was a wave, a magnet would cause almost no change in direction. Particles would also be more easily deflected by an electric field. In 1897, the English physicist J.J. Thomson used both these techniques - magnetic and electric - to show that the rays were composed of particles. Today we call these particles *electrons.* (The term *electron* was suggested by the Irish physicist George Stoney, in 1891, to represent the fundamental unit of electricity). In 1911, a young American physicist named Robert Millikan determined the mass of the electron: 9.11×10^{-28} grams. (To get an idea of how small this is, notice that minus sign up there in the exponent, and think of all the zeros we would have to put before the 9 if we wrote the entire number as a decimal.)

Next, someone had to prove that the electrons weren't coming from the electricity, but were being given off by the metal electrodes. Proof that metals do give off electrons came from the laboratories of Philipp Lenard, a German physicist. In 1902, he showed that ultraviolet light
directed onto a metal makes it send out, or emit, electrons. This effect, known as the *photoelectric effect,* indicated that atoms contain electrons.

I-   COMPREHENSION

A. Mark the statements as True (T) or False (F).

1. If there is sufficient electrical power, even a solid or liquid may conduct electricity.

2. J.J. Thomson named the electron.

3. In the number 9.11×10^{-28}, the -28 tells us how many zeros to add before the number.

4. Photoelectric effect has shown that all elements contain electrons.

B. Mark the best choice.

1. The function of this passage is to:

    a) Describe how a cathode tube works

    b) Show how the electron and its properties were discovered

    c) Show the reader the superiority of German scientists

    d) Inform the reader about the contributions of Robert Milükan

2. Lines 2-3, "A major breakthrough came with the invention of the Crookes" tube, or cathode-ray tube' can be rephrased as

a) "The invention of the Crookes' tube was a successful development."

b) "The invention of the Crookes' tube prevented people from learning more
about the cathode-ray tube."

c) "The cathode-ray tube was invented by Crookes."

d) "Despite the invention of the cathode-ray tube, a lot about atoms remained
unknown."

II-   FUNCTIONS OF THE LANGUAGE

A- Mark the best choice.

1. Line 14, 'favoured' means.

a) Supported b) proved c) acquired d) resisted

2. Line 20, 'dilemma' means.

a) The difficulty of making an experimental observation

b) The basis of most experiments in physics

c) The problem of making a choice between two theories

d) The technique used for moving particles in a straight path

3. Line 21, 'deflect' means.

a) turn into iron c) electrify

b) Cause to change direction d) make photoelectric

Another kind of activity is given to ESP students dealing with graphs; it is presented as follows:

4.6.2. Teaching Basic Grammar

Grammar enables the learners to know the basis of the language skills; listening, speaking, reading, writing. It plays a crucial role in producing grammatical sentence as cited by Corder; since "learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language".(Corder, 1988; Widodo, 2004). It may allow the students to express their ideas in correct sentences. Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences.

Long and Richards (1987) add that "it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks». It is rather difficult to teach grammar for the students of EPST because of two points which are:

First; the learners normally have to know the basic grammatical lessons from school, however, when dealing with it; they show a very low level except some students.

Secondly, the students didn't demonstrate a great interest and motivation in learning grammar, according to them they knew the basis of grammar that they are studying in the second-year, however, once passing the examination, the majority of them failed to give the right answers.

As the students are learning ESP, they need to know the grammatical basis of the English language as tenses, and passive and active voice, affixation and more importantly, they should know how to write a scientific article or paragraph. Therefore the EPST of Tlemcen provides the teachers with the syllabus that is based on tenses; the students should know the present simple, the present continuous and the perfect for the first year. The second year they deal with the past simple, the past continuous and present perfect.

Concerning the second year, the passive voice is introduced to the programme where the students should learn how and when to use it in order to write a good scientific paragraph or article. One of the best ways is to learn grammar implicitly within the text. Grammar should be learned within the context, not by explaining directly the grammatical point.

Here some examples about passive voice:

Exercise One: Choose the correct form of the verbs in brackets

Fiat ………….to start by a group of Italian businessmen in 1899, Fiat, ……….(To produce) 132 cars. Some of these cars……….(to export) by the company to the United States and Britain. In 1920, Fiat ………….(to start) making cars at a new factory at Lingotto, near Turin. There was a track on the roof where the cars…………..(to test) by technicians. In 1936, Fiat launched the fiat 500. This car …………………….to call the Topolino. The Italian name of Mickey mouse. The company grew, and in 1936 Fiat ……….(to export) more than 300.000 vehicles. Today, Fiat is based in Turin and its cars………….. (to sell) all over the world.

Exercise Two: **The following sentences are in the passive voice; turn them into the active voice.**

1. Each electrode is attached by a wire to the source of an electric current.

   …………………………………………………………………………………………

   ……………………………………………………………………………………

2. They said that the beam was composed of tiny particles which moved very quickly

   …………………………………………………………………………………………

   ……………………………………………………………………………………

3. Particles would also be more easily deflected by an electric field.

   …………………………………………………………………………………………

   …………………………………………………………………………………

4. Someone had to prove that the electrons weren't coming from the electricity, but were being given off by the metal electrodes

   …………………………………………………………………………………………

   …………………………………………………………………………………

Exercise Three: Write the verbs in the correct form

a. We (save) ---------------------. electricity at home

b. What's that smell? Something _____ (burn) in the kitchen.

c. I _____ (work) overtime this month because I _____ (save up) to buy a car.

d. He _____ (smoke) thirty cigarettes a day, but at the moment he _____ (try) very hard to cut down.

e.

| save | We * (save) elec| |

My sister (turn off) the lights when she is not at home

f.

| turns off | My little brother d| | forgets | Paul always * (fo|

| |He _____ (not buy) disposable batteries. They are bad   for   the   environment.

| doesn't buy | He * (not buy) dis|

4.7. Reflections and Implication on the Study

The present research contributes to developing autonomous learning within the EPST of Tlemcen which is considered as a promising institution as its students are the 'elite' of the engineering learner and thus, has to pass a special exam to reach the Superior Schools of Algeria. Therefore, this study investigated in the field of learner autonomy and motivation where these two characteristics are considered as important for a successful learning of ESP.

Further research is clearly needed in the field of learner autonomy where pedagogical implications should take place and search for the adequate solutions in the future. This study has several limitations, first, it should be noted that the Algerian context where the English language is taught displays many

characteristics. First, the majority of the students who entered the Preparatory School have a low level in English except some students who are very bright; they have many deficiencies especially in grammar and vocabulary. Therefore, it is difficult for the teacher to move forward in the English lessons. Secondly, the majority of the students show disinterest to learn ESP because as future engineers they give priority to technical modules as mathematics, physics and chemistry.

The obvious implication of this research is to provide teachers with training to teach ESP students. This involves making the teacher more competent in the field of ESP and then could adopt some motivational strategies to enhance students' motivation to learn, but also embedding these in more generally motivating teaching approaches to take into consideration the students' desire for more interesting lessons. In this sense, independent learning could be introduced in ESP classrooms for more positive results as it is shown with some autonomous students at the EPST who demonstrate their ability to learn by relying on themselves with a good level in English and to have a very good mark.

It should be noticed that these 'autonomous learners' have the same learning conditions as the other students; however; they show a great interest towards learning English.

The results found in this investigation show that students' failure to learn ESP is due first to the lack of motivation. For instance; these students are interested in technical modules and give less priority to English.

Secondly; most of the students' failure to learn ESP is due to their low level in English, particularly in grammar and vocabulary.

The third point deals with strategies and approaches; for instance; most of the learners do not know which strategy should be used for a successful learning. Further researches are needed in the field of ESP in order to find some solutions and introduce autonomous learning for successful students.

4.8. Conclusion

The last chapter is an attempt to find some solutions to improve the teaching/learning process in the ESP classrooms and to adopt new approaches to teaching. Instead of the teacher-centered approach which is considered as not motivated for the students of the EPST, the learner-centered approach is favoured and allows them to become responsible learners. However, not all the students agree with this point; this is why; it is the teachers' task to introduce learner autonomy in ESP classes by using motivating approaches and methods which make students engage in the learning process rather than relying on teachers courses. However, before shifting from the teacher-centered approach to the learner one, some modifications should be taken into account as to change the second-year programme by introducing adequate lectures based not only on reading and listening but the speaking skill should put forward to motivate the students. In other words, Learner autonomy in ESP classrooms may help many students at EPST to change their way of learning and prefer to use new strategies for successful ones.

General Conclusion

General Conclusion

Teaching ESP for engineering students is a complex task that requires from the teachers some experiences and to know how to make lectures interesting and most importantly to introduce the basis of grammar and technical words and terms.

Rather than relying on teacher-centered approach, the Preparatory School of Sciences and Techniques; might introduce the student-centered approach by providing to the ESP teachers the necessary material used for a successful learning and by training them in ESP field.

In recent years, Learner autonomy is considered as an effective factor which may help the students adopt strategies according to their needs in the four skills. It may also motivate them to see learning differently and then exceed their weaknesses particularly in grammar and learn technical vocabulary. However, the case in Algeria especially in the EPST of Tlemcen, where English is taught for specific purposes, the question of introducing learner autonomy in ESP classrooms is not the priority of ESP teachers because of the student low level in English, therefore, teachers first might be trained to teach ESP or English for engineering then they could be provided with necessary material to adapt new strategies and in this way, the learner could be able to improve himself in learning English and then could adopt the new concept which is autonomous learning.

Many instructors declared that their students have a low level and reduced time to study ESP is not in favour to improve their ESP weaknesses however, there are other ways to ameliorate it with motivating them to learn by relying on their own at home or at the EPST by reading books or using internet which is considered as the most useful method to learn and do not focus only on the teacher's efforts. Therefore, this study has given to the teachers the opportunity to observe unsuccessful learners and to reflect on why they are unable to improve the ESP learning. This investigation has been meaningful to the ESP teachers at EPST of

Tlemcen where the results show that there should be some ameliorations at the level of the lectures where the teacher could raise the problem of demotivation in the ESP classrooms, also he/she could discuss with his/her students the most useful strategy to be adopted according to their lacks or needs, for instance, there are some learners who failed in grammar so the teacher will help them by proposing some adequate solutions to improve their level, also there are other students who prefer to speak English and want to favor the speaking skill in ESP classes which is not the case as the time proposed for English lectures is only one hour and half per week and does not permit to do it because of the syllabus imposed by the school does not deal with oral expression, so that the lectures should be varied and deal with the four skills. In this case, the instructor could propose some lectures where they could practice speaking in addition, the teacher could bring to the students some audiotapes, videos or dialogues.

Most importantly this study has focused on learner autonomy, therefore, the teachers of the EPST could introduce the idea of independent learning to their students, in this way, this last could be more motivated to learn, look for suitable strategies appropriate to their needs and before all do not rely only on the teacher as he cannot be the key to success of all the students. For instance, the teacher will guide his/her students, feed them with information or propose extra-activities to motivate them.

According to the present study, the investigator has put-forward the research questions, With respect to the first question, the researcher could observe from the data collected that the second-year students display a lack of interest in learning the English module mainly because of their low level which makes them encounter obstacles whether in the language or speech. It means that students have difficulties to manipulate the four skills either listening, speaking reading or writing. Therefore, by helping students to engage in learning task independently may contribute to foster their way of learning particularly of the English module. It can be seen that according to the results found in this investigation, the majority of

the students are not independent learners and rely on the teacher approach and lectures to learn the English language and those for specific reasons particularly in the case of English for Science and Technology.

As far as the second question is concerned, some strategies could be adopted to enhance students' motivation according to their lacks and needs. So that, the teacher will not have all the roles to play in ESP classes but he will focus only on the most important ones as to guide the learners to develop adequate strategies to make learning efficient. In this context, it would be ingenious to bring some changes to ESP classrooms and introduce other methods for an effective learning. According to the results collected from students' questionnaire and interview; It can be noticed that students' learning strategies are not adequate to their needs nor to their levels, therefore their learning is affected by their weaknesses in grammar or their low level in English, this is why; it may be the teacher's role to guide them to choose the appropriate method to ameliorate the learning of the English for specific purposes. In this sense, the students will be more motivated to learn. It is important to take into consideration the diversity of each classroom at EPST, however, not all the students receive the same education; Teaching varies from one region to another.

As for the third question, ESP teachers cannot have successful students without identifying their weaknesses and needs, for instance; during the English lectures, the investigator could observe that some students displayed lack in speaking the English language, some others were unable to do grammatical activities, and there are those who encounter difficulties in reading and understand texts. Therefore, it may be significant to take into consideration those factors that affect students' learning and try to improve each student's level by proposing them to use some methods. It is evident that after identification of students' needs and weaknesses to learn ESP, it can be easier for the teacher to guide his/her learners to use a given strategy in accordance with their needs and thus, to fulfil the learning task in a better way.

As for the last question which is concerned with the contribution of learner autonomy to make ESP classrooms motivating and successful, the ESP teachers may suggest some solutions in order to improve the learning process and remedy to the problems encountered during the English lectures. For instance, methods used by the teacher of the ESPT for the teaching of the English module should change and introduce new ones as the student-centred approach which is considered as an efficient method by occidental instructors and educational staff and motivate the learners in the learning process. Teachers could propose in this sense that ESP classrooms may shift from the teacher-based approach to learner-based approach for fruitful learning. As far as learner autonomy is concerned ESP teachers propose its introduction in ESP classrooms, it may help learners to develop new strategies to overcome their weaknesses either in written or spoken forms. In this case learning, ESP will be more successful and students will rely on themselves and on their own methods to succeed.

During this research, the investigator could observe that a minority of second-year students succeeded brightly in the English module, according to the data collected and classroom observation; those students are methodical in learning, they adopted their own strategies to improve their level, they preferred to rely on themselves to study English by using the new technologies at home or at EPST, their marks in the exams demonstrated their good level in English.

As explained before, this project was motivated by a desire within the EPST institution to promote learner autonomy more effectively to get motivated students with effective results in ESP. It is hoped that the present investigation would help to enhance students' motivation by promoting autonomous learning within the Preparatory School of Sciences and Techniques as well as to develop the teaching/learning situation and to find some remedies in the teaching of the English module. Therefore, teachers as well as students proposed some suggestions for successful autonomous learning:

- To provide an adequate syllabus for the teachers as well as students to facilitate the arrangement of the lectures in accordance with the students' level and needs.

- To train teachers of EPST to get special instructions in the field of ESP.

- To provide necessary teaching materials in order to make the course more attractive and encourage the practice of English.

- To encourage the students to be independent learners by using different effective tools.

- To make classrooms shift from the teacher -based classroom to students-based classrooms approach.

- To promote learner autonomy in ESP classrooms to get successful results.

- To introduce the speaking skill in ESP classrooms.

During this investigation, the teachers of EPST become aware of the importance of the need for more research into a variety of aspects of providing support for learner autonomy and student motivation in specific purposes, especially ESP settings in Tlemcen. However, future researches are needed to shed more light on learner autonomy from different perspectives in the ESP classrooms, particularly in the Preparatory School settings.

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APPENDICES

Appendix I

<u>Students' Questionnaire</u>

This questionnaire is the essential part of a research project designed to get elementary information about student's approach to language learning and to the use of different strategies for an autonomous learning. It is administrated for the second year engineering studentsof the Preparatory School of Sciences and Techniques of Tlemcen.

1- Gender of the participants

      Male ☐   female ☐

2- Do you enjoy learning a foreign language?

Yes ☐   No ☐   sometimes ☐

3- **Motivation for learning English?**
- I am interested in the language
- I am interested in the culture
- I need it for my future career
- I am required to take a language as part of my course
- I need it to travel
- I will need it to study abroad

4- **The most important techniques used to learn a foreign language is** (please choose the most important ones):

a. Read textbooks

b. Memorise vocabulary

c. Know grammar

d. Do lots of exercise

e. Memorize teachers' notes

f. Use teacher's methods

g. Make effort

h. Follow teacher's advice

5-**Do you find that learning ESP is difficult?**

Yes ☐   No ☐   sometimes ☐

6-**When learning a foreign language, what do you prefer to use?**

- Books
- Textbooks
- Magazines/ newspapers
- Audiotapes
- Videotapes
- Computer programs
- Internet

7-**Which skill is the most important for you? Indicate by order of priorities.**

- Reading
- Speaking
- Listening
- Writing

8-**Do you prefer to learn alone or in group dynamics?**

Alone ☐   in group ☐ no preferences   ☐

9- What is an '***autonomous learner'***? Is it possible to give a brief description of this process?

……………………………………………………………………………………………

……………………………………………………………………………………………

…….

10- **Do you prefer to rely on your own to study a foreign language or rely on the teacher**?

Rely on myself ☐   Rely on the teacher ☐   both ☐

11- **What are the most useful strategies to learn ESP?**

A. taking notes

B. learning by heart

C. doing exercises of grammar, translation, words etc.

D. classifying or grouping or comparing

E. group discussion

12-**How do you see the role of the teacher?**

    a.   The person who makes decisions …………

    b.   The person who provides assistance with materials ………….

    c.   The person who provides assistance with learning how to learn…………..

13- **Do you think that the use of the new technologies may foster learners' autonomy?**

Yes ☐   No ☐

14-**Do you feel that your motivation to study English has increased while using another strategy?**

Yes ☐   No ☐

15- Do you have difficulty studying English at home or in class?

A-I do not know how to study.

B-I want to know how to memorize words effectively.

C-I cannot get good marks in the exam; I recently realized that my learning strategies are not the right ones.

 D-Reading long paragraph is difficult.

E-I still do not understand grammar in detail.

F-I do not know how to prepare for the exams.

16-According to you, do some students succeed better than others in learning a foreign language:

A- Effort made by some students.

B- Learning strategies.

C-Motivation

D-Attitudes towards the foreign language

E-Interest showed by certain students to the language

17- What are the factors that affect your learning?

A-Limited times of learning (1h/week)

B-Absence of a textbook

C-Focus is only on reading and writing skills

D-Almost all the students show disinterest to learn a foreign language

E-Many deficiencies in the learning of the English language

F- Lack of motivation

18-**Is the syllabus proposed by the EPST adequate to your needs?**

Yes ☐   no ☐   I don't know ☐

19-**Does the EPST provide you with necessary materials to foster your learning?**

Yes ☐   no ☐

20-**Do language learning strategies foster learner autonomy?**

Yes ☐   no ☐

Thank you for your collaboration

Appendix II

STUDENT'S INTERVIEW

Students' interview is a significant part of this research project to get complementary information about engineering student. It stressed on methods used, preferred skills, tools employed, new technologies, useful websites. In addition; some suggestions and recommendations are provided by the students of the EPST.

1.   Where are you from

2.   How many years are you studying English?

3.   Do you like the English Language?

4.   Do you follow other lectures of English except those of school? E.g. in specialized language institutions

5.   How motivated are you in studying English?

6.   Which skill do you prefer to learn the most, why?

7.   Which tool do you use when learning English?

8.   Are the new technologies important for your learning of this language?

9.   What kind of technology do you prefer to use

10. Choose by priority the most useful website: Google, Facebook, Skype or others

11. Do you use your cellular phones in class as a learning tool?

12. When learning Are you motivated by a working group or do you

13. prefer to learn alone?

14. Do you think that working group/alone is beneficial for you learning?

15 Do you have some suggestions to promote learner autonomy/independent learning at EPST?

16. Do you think that independent learning is more efficient that the classical way?

17. Do you prefer the teacher based approach (classical method of teaching) or learner based approach?

18. What is the aim of learning English for you?

19. Is it essential to change the programme of the English module at the EPST for a better learning?

20. What do you propose?

21. Do you find some difficulties in learning English, could you mention them

Thank you for your cooperation

Appendix III

TEACHER INTERVIEW

Teacher Interview is an important part of this investigation where the teachers are faced with problems encountered during the teaching of ESP. we can deduce from their experiences the different problems encountered and the desire to find some solutions to improve the teaching of English at the EPST.

Dear colleagues,

I am presently conducting a research to attempt to consider the concept of learner autonomy while teaching ESP within the Preparatory School of Sciences and Techniques- Tlemcen-. This project is motivated by a desire to know more about the effectiveness of independent/autonomous learning in ESP classrooms.I would be very grateful, if you could answer the following questions.

1- How many years are you teaching English at the EPST?
2- How do you see the role of the teacher of English at EPST?

3- Do you find difficulties in teaching ESP at the Preparatory School of sciences and Techniques?
4- Are your students motivated to learn English? YES/NO
WHY?

5- Do you rely on a specific programme (provided by the school) when teaching English?
6- Do you introduce other items (Extra-programme) to your students to motivate them?
7- Do you prefer to use the new technologies in teaching or the classical method?

8- What are the materials available at the EPST?

9- Do you feel that your students are autonomous/ independent in learning English and to what extent?

10- What is learner autonomy according to you?

11- To what extent according to you learner autonomy contribute in leaning ESP effectively?

12- How do teachers promote learner autonomy in ESP classroom?

13- Do you feel that you should act as a facilitator or monitor in EPST? If there is another role please specify it.

14- Do you agree with the following statements? Choose the most appropriate to your point of view (multiple choices)

- ✓ Learner autonomy is promoted through regular opportunities for learners to complete tasks alone.
- ✓ Autonomy means that learners can make choices about how they learn.
- ✓ Autonomy can develop most effectively only with student's good level
- ✓ Involving students in decisions about what to learn and how
- ✓ Learner autonomy allows students to learn more effectively
- ✓ Learner autonomy is promoted only when students have some choice in the kinds of learning activities.
- ✓ Learner autonomy cannot be introduced in teacher-centered approach classrooms
- ✓ Learner autonomy is promoted by independent learners
- ✓ Learner autonomy requires the students to be totally independent of the teacher.
- ✓ Learner autonomy is enhanced specially with Learner-centered classrooms

- ✓ Learner- centered approach provide students with ideal conditions to introduce learner autonomy
- ✓ Suitable strategies area key to develop learner autonomy.
- ✓ Learning to work alone is central to the development of learner autonomy
- ✓ Motivated language students are more likely to develop learner autonomy than learners who are not motivated.
- ✓ The teacher has an important role to play in introducing learner autonomy in the ESP classrooms
- ✓ Learner autonomy contributes positively on success as a language learner.
- ✓ To become autonomous, learners need to develop the ability to evaluate their own learning

15- What are the methods used to promote learner autonomy?

16- What are the teaching materials do you use for ESP students?

17- Is group working one of the strategies you adopt in classroom?

18- How could you motivate your students to adopt an effective learning (in class/outside class)

Thank you for your collaboration

<u>**AppendixIV**</u>

<u>**Students' Paper Based Examination**</u>

Here is a subject of the national exam of English with text and questions of comprehension provided to the second year students who will pass the exam.

<u>**I read the text than answer the questions**</u>

Pressurized Aircraft Cabins

It's well known fact that the cabins of commercial aircraft are pressurized. This is an obvious requirement, given that at high altitude the air is at lower pressure than atmospheric pressure at ground level. If passengers were exposed to these conditions while flying at altitude; they would suffer numerous health problems. Hence the need, at high altitude, to maintain the air inside the fuselage at a higher pressure than the outside air. But how is this achieved and controlled?

At the moment an aircraft's doors are closed at the airport, the cabin pressure is clearly equivalent to one atmosphere, meaning the gauge pressure of the cabin zero. Once the aircraft takes off and begins to climb, the pressure of the outside air will begin to decrease, while air pressure inside the aircraft remains the same thanks to the air flight fuselage.

However, maintaining the pressure simply by keeping the same air inside the aircraft for the duration of a flight would be problematic- firstly because the air needs to be continually renewed for the comfort of the passengers, and secondly because at very high altitude the significant pressure differential between the inside and outside of the cabin would exert pressure on the inside of the fuselage to an unacceptably high degree. Although the resulting stresses would not be high enough to cause the fuselage to explode, they would result in a high rate of metal fatigue. Consequently, as the aircraft climbs, air is released through valves in the fuselage until a slightly lower pressure is attained- equivalent to the pressure of the outside

air at an altitude of between 5,000 and 8,000 feet. Air is then constantly renewed during the flight by releasing it through the valves, and replacing the equivalent volume with compressed air pressurized to the same level by the aircraft's engines.

Professional English in use Mark Ibbotson, 2014

1-Answer the following questions:

a. Why is air pressurized in a plane during a flight?

b. When is the gauge pressure in the plane equivalent to zero?

c. How is air renewed in a plane during a flight**?**

2-**Are the following statement TRUE/False?**

a. When the plane is getting altitude, the pressure of the air outside decreases.

b. At the moment the plane's doors are closed, the gauge pressure of the cabins is 10 bars.

II Vocabulary

Give synonyms to the following words expressions from the text.

Equal   sufficient   difficult to solve

Give opposites to the following expressions and words from the text.

Lower   dismounts   uneasiness

Rewrite the following words and underline their affixes

Requirement   unacceptable   constantly

III GRAMMAR

Write the verbs in brackets in the right tense.

a. Optical fibers (to start) to replace some uses of copper cables in 1970.

b. The USA (electrify) their vehicles since 1990 to improve air quality in their cities.

c. Bill Gates (give) sums of money to tackle health problem in developing countries in 2004.

d. They (build) that bridge for over a year and it still isn't finished

Rewrite the sentences in the passive or the active voice.

a. Chemical reactions cause an increase in temperature.

b. Electrified vehicles would reduce carbon monoxide emissions.

WRITTEN EXPRESSION

Write a scientific paragraph on a given topic

NB

Some exam papers of autonomous students corrected are given to demonstrate the efficiency of the autonomous learners during the exams.

There are two exams (exam1 and Exam 2 including four exam papers)

EP)T

March 2016/2nd year
English Exam №2

(18,5)

Name:
Group:

THE DISCOVERY OF THE DNA

Throughout the 20th century, many scientists have tried to study deoxyribonucleic acid (DNA). In the early 1950s two scientists, Rosalind Franklin and Maurice Wilkins, studied DNA using x-rays. Franklin produced an x-ray photograph that allowed two other researchers, James Watson and Francis Crick to work out the 3D structure of DNA. The structure of DNA was found to be a double helix.

In 1962 Crick and Watson, along with Wilkins, received the Nobel Prize in Physiology or Medicine for their discovery. Rosalind Franklin had died four years earlier and her pivotal contribution wasn't acknowledged until much later.

The genetic information in an organism is called its genome. The Human Genome Project, or HGP for short, was started at the end of the last century. It was very ambitious and had several aims, including; working out the order or sequence of all the three billion *base pairs* in the human genome, identifying all the *genes* and to develop faster methods for sequencing *DNA*.

The sequencing project was finished in 2001, and work continues to identify all the genes in the human genome. The project involved scientists from 18 different countries and showed how scientists collaborate. The HGP used the DNA of several people to get an average sequence, but each person has a unique sequence, unless they have an identical twin.

Information about a person's DNA can be useful for forensic science. Genetic fingerprinting was invented in 1985 by Sir Alec Jeffreys at the University of Leicester. It uses some of the small differences between the DNA from different people to make a picture rather like a barcode. If enough parts of the DNA are tested, it is very unlikely that two identical DNA fingerprints would belong to two different people. This makes the method very useful for matching samples found at the scene of a crime to people suspected of committing the crime.

DNA evidence is especially valuable for investigating violent crimes such as homicides biological evidence may also be discovered and collected in less violent crimes scenes such as vehicle break-ins, but because laboratory resources are limited, the analysis and comparison of DNA evidence is typically conducted in the following types of cases: homicides, robberies, missing and unidentified persons.

Section One: Reading comprehension (6points)

Activity One: Answer the following questions from the text (02pts)

(⌒) 1- What was HGP discovered for?

it was discovered for working out the order or sequence of all the three billion base pairs in the human genome, identifying all genes and developping faster methods for sequencf DNA.

2- Why did the project of DNA involve after 2001?

(⌒) it involved after 2001 because scientists had to develop faster methods for sequencing DNA fast, and to identify all genes in the human genome.

Activity Two: Are these statements True/False according to the text? (02pts)

1- The work on genes was carried out after the discovery of sequencing DNA. (True).........

2- Genetic fingerprinting was discovered first. (False)......... (02) (

Activity Three: Find from the text the synonyms of the following words/expressions (02pts)

Breakthrough=..throughout............ (1)
Implied=..involved...............
Not known with certainty=..unidentified......
Concerned with laws= ..flawed.............

Section Two: Grammar (9points) (03)

Activity One: Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT(03pts)

1. ....has........... he...finished.......... (finish) his work yet?

2. ....did..... he ..finish................ (finish) his yesterday?

3. The train .has..just.left................................ (just / leave).

4. ....have......... you ..ever..been................ (ever / be) in a TV studio?

5. ....did.... you .enjoy.................... (enjoy) the party last night?

6. She ..hasn't.spoken........................... to me. (not speak / for two week)

250

3 **Activity Two:** Rewrite the sentences into passive voice. **(03pts)**

1. Many people begin new projects in January.

\- New projects ..... are begun. in January. ....

2. The Chinese discovered acupuncture thousands of years ago.

\- Acupuncture was discovered thousands of years ago. ....

3. They have finished preparations by the time the guests arrived.

\- Preparations have been finished by the time the guests arrived ....

2,0

Activity Three: Add the right suffix to the words between brackets to get meaningful sentences: **(03pts)**

1. He is probably one of the most .. famous ...... football players in the world. (Fame)

2. We have decided to have our lessons in the garden as it was a lovely ..sunny....day (sun)

3. John's toothache was quite .painful.......and he had to go to the dentist. (pain)

4. Look out, that plant is (poison) ...poisonous.

5. It looks like we'll have (rain) ....rainy........... weather today.

6...employers...... (Employ) went on strike because they are unsatisfied with their working conditions.

Section Three: Writing (05pts)

Choose one topic

- Write a paragraph about a discovery or an invention.
- What is the utility for discovering the DNA?

Nowadays, humanity's facing great developpement and high technologies that helped people in their daily lives, such as : cellphones, Laptops, cameras in electronic field, or even in medical fields where we can mention one of the most impressive discoveries ... it's the DNA.

DNA presents a genetic information in every human body, or it can be considered as a fingerprinting that allow scientists to distinguish any human from an other.

Furthermore, DNA can be useful in cas of immergencies, and especially in exchanging blood if it's necessary, and of course scientists had worked a lot in order to identify the special qualities of DNA that are unique and identica in cas of twins only.

Moreover, Governemental and investigation desks have always counted on DNA in crimes and robberies, or even in busting unidentified persons.

Finally, the most important thing is that DNA can be used in biological field: and especially on plants and animals, in order to make a change and take the best part of genetic informations that can create useful and better products such as milk, and flowers in agriculture fields.

To conclude, we can say that DNA is a great phenomenon and a big discovery that helped humanity in several fields

EP)T

Ecole Préparatoire en Sciences et Techniques

March 2016/2nd year
English Exam №2

16,5

Name:
Group:

THE DISCOVERY OF THE DNA

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The sequencing project was finished in 2001, and work continues to identify all the genes in the human genome. The project involved scientists from 18 different countries and showed how scientists collaborate. The HGP used the DNA of several people to get an average sequence, but each person has a unique sequence, unless they have an identical twin.

Information about a person's DNA can be useful for forensic science. Genetic fingerprinting was invented in 1985 by Sir Alec Jeffreys at the University of Leicester. It uses some of the small differences between the DNA from different people to make a picture rather like a barcode. If enough parts of the DNA are tested, it is very unlikely that two identical DNA fingerprints would belong to two different people. This makes the method very useful for matching samples found at the scene of a crime to people suspected of committing the crime.

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Section One: Reading comprehension (6points)

Activity One: Answer the following questions from the text **(02pts)**

Ⓐ 1- What was HGP discovered for?

Working out order other sequence of all base pairs in human genom and identifying the gens to developp faster methode for sequencing DNA.

2- Why did the project of DNA involve after 2001?

① The project of DNA did involve "after 2001" because ___ ___ ___ ___

Activity Two: Are these statements True/False according to the text? **(02pts)**

1- The work on genes was carried out after the discovery of sequencing DNA. ...True......

2- Genetic fingerprinting was discovered first. ...False....... ⓞⒸ

Activity Three: Find from the text the synonyms of the following words/expressions **(02pts)**

Breakthrough= discovery

Implied= collaborate ⓐ

Not known with certainty= can be

Concerned with laws= forensics

Section Two: Grammar (9points)

Activity One: Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT**(03pts)**

1. ...Has... he ...finished... (finish) his work yet? Ⓘ

2. ...Did... he ...finish... (finish) his yesterday?

3. The train has just leaved (just / leave).

4. ...have... you ...ever been... (ever / be) in a TV studio?

5. ...Did... you ...enjoy... (enjoy) the party last night?

6. She ...has not spoken to... to me. (not/speak/ for two weeks}

She has not spoken to me for two weeks.

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Activity Two: Rewrite the sentences into passive voice. (03pts)

1. Many people begin new projects in January.

In january, new projects ~~has~~ *are* ~~was~~ begun

2. The Chinese discovered acupuncture thousands of years ago.

Thousands of years ago, acupuncture was discovered by the chinese,

3. They have finished preparations by the time the guests arrived.

By the time the guests arrived, the preparations have been finished.

Activity Three: Add the right suffix to the words between brackets to get meaningful sentences: (03pts)

1. He is probably one of the most *famous* football players in the world. (Fame)

2. We have decided to have our lessons in the garden as it was a lovely *sunny* day (sun)

3. John's toothache was quite *painful* and he had to go to the dentist. (pain)

4. Look out, that plant is (poison) *poisoned*

5. It looks like we'll have (rain) *rainy* weather today.

6. *Employee* (Employ) went on strike because they are unsatisfied with their working conditions.

Section Three: Writing (05pts)

Choose one topic

- Write a paragraph about a discovery or an invention.
- What is the utility for discovering the DNA?

Anti-skidding Braking Systeme, also known as ABS, is a safety systeme that was created by the french manifactur "pioneer" in 1929. It has been used since. Now dayes, all car manifactur are obliged to install it in the cars.

How does it work? the ABS avoids the wheels from stopp rotating when the driver inputs the brak in order to prevent encontroled skidding, and to reduce stopping distences in almoste every road surfaces like wet or slippry road. Unfortunatly the ABS increases stopping distences in snow covered roads but still prevents uncontroled skidding.

The anti-skiding or anti-blocking Braking Systeme has reduced car-crushes by 18% since its creation.

Recently chrysler developped a new generation of ABS, In addition to anti-Blocking fraction, Chrysler's ABS transfers the car weight to rear wheels, So to avoid a car flipe when the driver inputs broche and turns driving wheels in the same time, This fraction is called "front-to-rear mass transfer.

(4,5)

256

EP)T

Ministère de l'Enseignement Supérieur et de la Recherche Scientifique

Ecole Préparatoire en Sciences et Techni

March 2016/2nd year
English Exam №2

15

THE DISCOVERY OF THE DNA

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Information about a person's DNA can be useful for forensic science. Genetic fingerprinting was invented in 1985 by Sir Alec Jeffreys at the University of Leicester. It uses some of the small differences between the DNA from different people to make a picture rather like a barcode. If enough parts of the DNA are tested, it is very unlikely that two identical DNA fingerprints would belong to two different people. This makes the method very useful for matching samples found at the scene of a crime to people suspected of committing the crime.

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Section One: Reading comprehension (6points)

Activity One: Answer the following questions from the text (02pts) (1)

1- What was HGP discovered for?

It discovered for including, working out the order or sequence of all the 3h llion base pairs in the humain genome, identifying all the genes and developing faster methods for sequencing DN

2- Why did the project of DNA involve after 2001?

It involved after 2001 to identify all the genes in the human genome. (1)

....

Activity Two: Are these statements True/False according to the text? (02pts)   (

1- The work on genes was carried out after the discovery of sequencing DNA. .T....

2- Genetic fingerprinting was discovered first. ....F........

(1)

Activity Three: Find from the text the synonyms of the following words/expressions (02pts)

(

Breakthrough=..breakins.............

Implied=.......acknowledged....

Not known with certainty=...unidentified....

Concerned with laws= ....crime............   (1-)

Section Two: Grammar (9points)

Activity One: Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT(03pts)

1. ......has............. he....finished........ (finish) his work yet?   (9/10)

2. ......did............. he ...finish.............. (finish) his yesterday?

3. The train ...has....just...beaved..left.. (just / leave).

4.......have............. you ...ever...been.......... (ever / be) in a TV studio?

5. .....did........ you ...enjoy............. (enjoy) the party last night?

6. She ...has...not....spoken.................. to me. (not speak / for two weeks

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The microscope is an instrement used too amplify the objects which we can nout see it buy eyes.

we can found the uses of microscope in different activitres but speatially in science, lik, the analysis of diffrents cells in biology, the analysis of DWH ...

They are many kind of microscope, the simple microscope (normal microscop), the optical microscope wich are light, the electron microscope ...

The microscope help humain too discover many secret of science.

(04)

EP)T

Ecole Préparatoire en Sciences et Techniques

March 2016 2nd year
English Exam №2

(15,5)

Name:
Group:

THE DISCOVERY OF THE DNA

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The sequencing project was finished in 2001, and work continues to identify all the genes in the human genome. The project involved scientists from 18 different countries and showed how scientists collaborate. The HGP used the DNA of several people to get an average sequence, but each person has a unique sequence, unless they have an identical twin.

Information about a person's DNA can be useful for forensic science. Genetic fingerprinting was invented in 1985 by Sir Alec Jeffreys at the University of Leicester. It uses some of the small differences between the DNA from different people to make a picture rather like a barcode. If enough parts of the DNA are tested, it is very unlikely that two identical DNA fingerprints would belong to two different people. This makes the method very useful for matching samples found at the scene of a crime to people suspected of committing the crime.

DNA evidence is especially valuable for investigating violent crimes such as homicides biological evidence may also be discovered and collected in less violent crimes scenes such as vehicle break -ins, but because laboratory resources are limited, the analysis and comparison of DNA evidence is typically conducted in the following types of cases: homicides, robberies, missing and unidentified persons.

Section One: Reading comprehension (6points)

Activity One: Answer the following questions from the text **(02pts)**

1- What was HGP discovered for?

HGP was discovered for working out the order or sequence of all the 3 billion base pairs in the human genum, identifying all the genes and developping faster methods for s

2- Why did the project of DNA involve after 2001?

The project of DNA involved 18 different countries and showed how scientists collaborate .

Activity Two: Are these statements True/False according to the text? **(02pts)**

1- The work on genes was carried out after the discovery of sequencing DNA. true

2- Genetic fingerprinting was discovered first. false

Activity Three: Find from the text the synonyms of the following words/expressions **(02pts)**

Breakthrough=.....throught.....(O,O)

Implied=.....involved .

Not known with certainty=.....acknowledged

Concerned with laws= .....allowed

Section Two: Grammar (9points)

Activity One: Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT**(03pts)**

1. .....has..... he...finished.........(finish) his work yet?

2. .....did.....he ....finish.....(finish) his yesterday?

3. The train .....has...just...leaved.....(just / leave).

4. .....have.....you ...ever...been......(ever / be) in a TV studio?

5. .....did......you ...enjoy.....(enjoy) the party last night?

6. She didn't speak to me for 3 weeks to me. (not speak / for two week)

Activity Two: Rewrite the sentences into passive voice. (03pts)

1. Many people begin new projects in January.

① New projects are begun in January by may people

ancing
NP :
2. The Chinese discovered acupuncture thousands of years ago.

① Acupuncture was discovered by the chinese thousands of years ago .

3. They have finished preparations by the time the guests arrived.

) The preparations have been finised by the time the guets arrived

(02)

Activity Three: Add the right suffix to the words between brackets to get meaningful sentences: (03pts)

1. He is probably one of the most ..*famous*......football players in the world. (Fame)

2. We have decided to have our lessons in the garden as it was a lovely ..*sunny*......day (sun)

3. John's toothache was quite ..*painful*.....and he had to go to the dentist. (pain)

4. Look out, that plant is (poison) ..*poisining*.

5. It looks like we'll have (rain) .....*rainy*.......... weather today.

6....*Employees*...... (Employ) went on strike because they are unsatisfied with their working conditions.

Section Three: Writing (05pts) (04)

Choose one topic

* Write a paragraph about a discovery or an invention.
* What is the utility for discovering the DNA?

In the past, the information took a very long time to get to the right place, people used to spend there time in telling stories ...
That was befor inventing the television.
The TV was invented in 1926, it was like a small magicall bosc, big in shape which shows a mouving pictures with sound in

black and white.

The television was a revolution because it was the way to transport information in the right time from all world countries. but the capacities of this machine were limited (one channel, pictures in black and white

Nowdays, televisions are really developped, the pictures' quality is nice, clear, different shapes and volumes and of course thousands multicolors of channels.

EP)T

Ecole Préparatoire en Sciences et Techniques

March 2016/2ⁿᵈ year
English Exam №2

Name:
Group:

THE DISCOVERY OF THE DNA

Throughout the 20th century, many scientists have tried to study deoxyribonucleic acid (DNA). In the early 1950s two scientists, Rosalind Franklin and Maurice Wilkins, studied DNA using x-rays. Franklin produced an x-ray photograph that allowed two other researchers, James Watson and Francis Crick to work out the 3D structure of DNA. The structure of DNA was found to be a double helix.

In 1962 Crick and Watson, along with Wilkins, received the Nobel Prize in Physiology or Medicine for their discovery. Rosalind Franklin had died four years earlier and her pivotal contribution wasn't acknowledged until much later.

The genetic information in an organism is called its genome. The Human Genome Project, or HGP for short, was started at the end of the last century. It was very ambitious and had several aims, including; working out the order or sequence of all the three billion *base pairs* in the human genome, identifying all the *genes* and to develop faster methods for sequencing *DNA*.

The sequencing project was finished in 2001, and work continues to identify all the genes in the human genome. The project involved scientists from 18 different countries and showed how scientists collaborate. The HGP used the DNA of several people to get an average sequence, but each person has a unique sequence, unless they have an identical twin.

Information about a person's DNA can be useful for forensic science. Genetic fingerprinting was invented in 1985 by Sir Alec Jeffreys at the University of Leicester. It uses some of the small differences between the DNA from different people to make a picture rather like a barcode. If enough parts of the DNA are tested, it is very unlikely that two identical DNA fingerprints would belong to two different people. This makes the method very useful for matching samples found at the scene of a crime to people suspected of committing the crime.

DNA evidence is especially valuable for investigating violent crimes such as homicides biological evidence may also be discovered and collected in less violent crimes scenes such as vehicle break -ins, but because laboratory resources are limited, the analysis and comparison of DNA evidence is typically conducted in the following types of cases: homicides, robberies, missing and unidentified persons.

Section One: Reading comprehension (6points)

Activity One: Answer the following questions from the text (02pts)

1- What was HGP discovered for? *working out the order or sequence of all the three billion base pairs in the human genome, identify all the genes, develops faster methods for sequencing DNA.*

2- Why did the project of DNA involve after 2001? *the project involved scientists from 18 different contries, also shows how they collaborate*

Activity Two: Are these statements True/False according to the text? (02pts)

1- The work on genes was carried out after the discovery of sequencing DNA. *True*

2- Genetic fingerprinting was discovered first. *false*

Activity Three: Find from the text the synonyms of the following words/expressions (02pts)

Breakthrough= *break - ind*

Implied= *conducted ?*

- Not known with certainty= *suspected*

- Concerned with laws= *investigating crimes.*

Section Two: Grammar (9points)

Activity One: Put the verbs in the correct tense. Use the SIMPLE PAST or the PRESENT PERFECT(03pts)

1. *has* he *finished* (finish) his work yet?

2. *did* he *Finished* (finish) his yesterday?

3. The train *has just left* (just / leave).

4. *have* you *ever been* (ever / be) in a TV studio?

5. *did* you *enjoyed* (enjoy) the party last night?

6. She *hasn't spoken* to me. (not speak / for two week) *for two week.*

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topic :   Utility of DNA

the discovering of DNA was the gate to study human beens to identify each and every one, as every one has a unique genes, due to that discovering, today we can cure somme genetic disease by modifying the genes, also it allowed us to create the familly tree, now the father of the son by testing theire DNA,

Also it can be used or help to realise justice, as DNA evidence can be used for investigating crimes, and by knowing DNA finger-prints, we can reach to any one at eany where.

(4)

L'I'J 1
T L E M C E N

Ecole Préparatoire en Sciences et Techniques
T L E M C E N

2nd Year Exam of English

Second Semester 2015/2016

Date : 05-2016   Duration: 1h 30'

Section One: Reading Comprehension   (17,5)

Petroleum is a brownish-black oily fluid that can be found in the ground and in the sea. In its unprocessed form, it is known as crude oil. There are many petroleum products that are essential for our everyday life. Fuels, like petrol for motor vehicles and kerosene for heaters, plastic, asphalt and wax for candles are all obtained from petroleum. The four main producers of crude oil in the world today are the Middle East, Russia, the United States and Venezuela.

Petroleum was formed under the ground many millions of years ago. Plants and animals living in the sea sank to the sea bed when they died. Their remains, mixed with sand and mud in layered deposits, built up slowly over the years. The combined action of heat, pressure and bacteria turned these deposits into petroleum. The petroleum moved slowly upwards to the porous rocks and became trapped there. With the passage of time, land that was once under water rose to the surface of the sea. As such, petroleum deposits are now found on or near dry land.

Crude oil is obtained from the ground through drilling. A drill is hung from a derrick which may be as high as 60 meters. A derrick is a tower-like structure which is built over an oil well to raise and lower the drill. If the drill reaches oil-bearing rocks, the oil may rush to the surface at great force and gush like a fountain. However, this seldom happens. Usually the oil rises to the surface slowly. Sometimes, when there is no or low underground pressure, the crude oil has to be pumped out.

Once the crude oil is obtained, it is sent to a refinery to be processed. Pipelines carry the oil from the oil fields to the collecting stations. Then, huge oil tankers are used to carry the crude oil by sea to the refineries.

At the refinery, the crude oil undergoes a basic refinery process called distillation, which separates it into fractions or components. Crude oil is heated to various high temperatures during distillation. The hot vapours rise up the fractionating tower which is more than 30 meters high. As these vapours cool, different fractions begin to condense and form lubricating oils, kerosene and gasoline. Selected petroleum fractions may be subjected to chemical processes to obtain other products.

Activity One: Read the text and say whether the following sentences are true (T) or false (F). **(2 points)**

a) Distillation is a refinery process.(T) *02*

b) During distillation, crude oil is cooled.(F)

Activity Two: Read the text and answer the following questions **(3 points)**

1. Name some petroleum products.

(M) Fuels, kerosene, plastic, asphalt, wax

(x) 2. How is petroleum formed? Plants and animals living in sea sank to the sea bed when they died. Their remains, mixed with sand and mud in layered deposits built up slowly. Combined action of heat, pressure and bacteria turn deposits into petroleum.

3. What could happen if the drill reaches oil-bearing rocks? If the drill reaches oil-bearing rocks, the oil may rush to the surface at great force and gush like a fountain

Activity Three: **(2points)**

1- Find in the text words that are closest in meaning to the following ones:

a- unrefined (§1) = unprocessed *02*   b- goes up(§3) = rises.

c- residues (§2) = remains   d- parts ((§ 5)= fractions.

Section Two: Language study *03*

Activity One: Add the correct suffix "ed" or "ing" to the word in **bold** to make adjectives

1. The score I received on my last exam was somewhat **disappointing**.... I thought I had done better.

2. I was **surprised**.......to learn that I was accepted to the University of California. I didn't think my grades were good enough.

3. If I don't have the chance to use my computer for a while, I get restless and **bored**......

4. I'm getting very **annoyed**........ my browser. It keeps quitting while I'm working on my blog.

5. Please, don't be **embarrassed**......by your English. It's natural to make mistakes when you're learning a new language.

6. After doing some of these exercises, are you still **confused**... about when to use "ed" or "ing"?

(3,0)

Activity Two: Put the verbs in the correct tense. Use the passive where necessary **(5 points)**

Technological civilization (reach)...*reached*............. its present "advanced" state by the trial-and-error behaviour of those who (live)...*lived*.................... before us. Many of the most useful discoveries and inventions were the result of mistakes when people (look for)...*were looking for* something else. The New World (find)...*was found*......... by Columbus, who was really looking for India. The discovery of penicillin was speeded by somebody who (leave)...*left*....................a loaf of bread out to get mouldy. Think how far behind ourselves we'd be now if mistakes were impossible for us to make. Our knowledge is also increased by our mistakes. if only because once a mistake has been made, a way of correcting it (must find)...*must be found*.... If the mistake (make)...*has been made*. by us in the first place, we might have had no reason to learn how things are done. Of course, mistakes (must recognise)...*must be recognised*. for what they are. If Columbus had thought San Salvador was India and let things go at that, the world would be smaller today. Had the mouldy bread been tossed to the birds, the birds might have become healthy while human life went on suffering from raging diseases. (1 realize these statements are somewhat doubtful, but now I (be)...*am*.......... so curious about Columbus and penicillin that I (learn)...*will learn*............ the real facts tomorrow.) .

Writing :(4 points)

Choose **one** of the following topics

- We need more and more oil today and prices are getting higher and higher. What can we do to save energy and our oil reserves?
- Write a paragraph about renewable energies.

(4)

Nowadays, human civilization is facing high and advanced technologies that might be found by trial or even error behaviour, and helped to do several things and activities in short time with gain of money and hiring work.

To begin, we can mention that most of new technologies depend on *avoiding* petroleum and especially, oil resources that became rare and very useful, and if we consider that prices are getting higher and higher, we can say that we're facing a real problem, that can be solved by saving energy and oil reserves :

First, ingeneers can reduce the using of oil in cars, by performing the mecanical system of motors. Adding integroted Arduinos can be the bes solution to avoid using a lot of oil.

More over, re newlable energies can be used such as wind and solar energy, and people will be pleased if they know thatthose sources of energ re duce pollution by a very high degree.

Furthermore, we can perform the formation of petroleum as main reserv of energy. Scientists can give real statistics and studies about grounds and seas structure in order to use and collect huge litres of pure petro leum.

Finally, The most important thing is to sensibilize people about the loss of energy that we're facing in order to re duce the use of oil and petroleu

To sum up, we can say that energies ore rare, and their reserves are being few, and any other loss of energy may cause a real trouble.

LГЈ 1
T L E M C E N

Ecole Préparatoire en Sciences et Techniques
T L E M C E N

2ndYear Exam of English

Second Semester2015/2016

Date : 05-2016   Duration: 1h 30'

17,∩

Section One: Reading Comprehension

Petroleum is a brownish-black oily fluid that can be found in the ground and in the sea. In its unprocessed form, it is known as crude oil. There are many petroleum products that are essential for our everyday life. Fuels, like petrol for motor vehicles and kerosene for heaters, plastic, asphalt and wax for candles are all obtained from petroleum. The four main producers of crude oil in the world today are the Middle East, Russia, the United States and Venezuela.

Petroleum was formed under the ground many millions of years ago. Plants and animals living in the sea sank to the sea bed when they died. Their remains, mixed with sand and mud in layered deposits, built up slowly over the years. The combined action of heat, pressure and bacteria turned these deposits into petroleum. The petroleum moved slowly upwards to the porous rocks and became trapped there. With the passage of time, land that was once under water rose to the surface of the sea. As such, petroleum deposits are now found on or near dry land.

Crude oil is obtained from the ground through drilling. A drill is hung from a derrick which may be as high as 60 meters. A derrick is a tower-like structure which is built over an oil well to raise and lower the drill. If the drill reaches oil-bearing rocks, the oil may rush to the surface at great force and gush like a fountain. However, this seldom happens. Usually the oil rises to the surface slowly. Sometimes, when there is no or low underground pressure, the crude oil has to be pumped out.

Once the crude oil is obtained, it is sent to a refinery to be processed. Pipelines carry the oil from the oil fields to the collecting stations. Then, huge oil tankers are used to carry the crude oil by sea to the refineries.

At the refinery, the crude oil undergoes a basic refinery process called distillation, which separates it into fractions or components. Crude oil is heated to various high temperatures during distillation. The hot vapours rise up the fractionating tower which is more than 30 meters high. As these vapours cool, different fractions begin to condense and form lubricating oils, kerosene and gasoline. Selected petroleum fractions may be subjected to chemical processes to obtain other products.

Activity One: Read the text and say whether the following sentences are true (T) or false (F). **(2 points)**

a) Distillation is a refinery process.(T)

b) During distillation, crude oil is cooled.(F)

Activity Two: Read the text and answer the following questions **(3 points)**

1. Name some petroleum products.

petrol, kerosene, plastic, asphalt and wax.

2. How is petroleum formed?

It is formed by the action of pressure, heat and bacteria on the remains of plants and animals mixed with mud and sun

3. What could happen if the drill reaches oil-bearing rocks?

The oil may rush to the surface and gush like a fountain or rise slowly to the surface

Activity Three: **(2points)**

1- Find in the text words that are closest in meaning to the following ones:

a- unrefined (§1) = unprocessed   b- goes up(§3) = rises

c- residues (§2) = remains   d- parts ((§ 5)= components

Section Two: Language study

Activity One: Add the correct suffix "ed" or "ing" to the word in **bold** to make adjectives

1. The score I received on my last exam was somewhat **disappoint**ing.... I thought I had done better.

2. I was **surprise**ed.....to learn that I was accepted to the University of California. I didn't think my grades were good enough.

3. If I don't have the chance to use my computer for a while, I get restless and **bore**ed....

4. I'm getting very **annoy**ed...ing... my browser. It keeps quitting while I'm working on my blog.

5. Please, don't be **embarrass**ed......by your English. It's natural to make mistakes when you're learning a new language.

6. After doing some of these exercises, are you still **confuse**ed. about when to use "ed" or "ing"?

(3,0)

Activity Two: Put the verbs in the correct tense. Use the passive where necessary **(5 points)**

Technological civilization (reach) *has reached* its present "advanced" state by the trial-and-error behaviour of those who (live) *lived* before us. Many of the most useful discoveries and inventions were the result of mistakes when people (look for) *were looking for* something else. The New World (find) *found* by Columbus, who was really looking for India. The discovery of penicillin was speeded by somebody who (leave) *left* a loaf of bread out to get mouldy. Think how far behind ourselves we'd be now if mistakes were impossible for us to make. Our knowledge is also increased by our mistakes. if only because once a mistake has been made, a way of correcting it (must find) *must be found*. If the mistake (make) *made* by us in the first place, we might have had no reason to learn how things are done. Of course, mistakes (must recognise) *must be recognised* for what they are. If Columbus had thought San Salvador was India and let things go at that, the world would be smaller today. Had the mouldy bread been tossed to the birds, the birds might have become healthy while human life went on suffering from raging diseases. (I realize these statements are somewhat doubtful, but now I (be) *am* so curious about Columbus and penicillin that I (learn) *will learn* the real facts tomorrow.) .

Writing :(4 points)

Choose **one** of the following topics

- We need more and more oil today and prices are getting higher and higher. What can we do to save energy and our oil reserves?
- Write a paragraph about renewable energies.

(4)

Our oil reserves are and as technologic advances we need more and more of it; so we can't keep our energy consumption based on petroleum. As there are many other for energy in various sources so we must switch to them and never

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stop the research for other alternatives. one other thing we could do is to make better use of energy and stop wasting it.

L'I'J'I

T L E M C E N

2ndYear Exam of English

Second Semester2015/2016

Date : 05-2016   Duration: 1h 30'

Section One: Reading Comprehension

Petroleum is a brownish-black oily fluid that can be found in the ground and in the sea. In its unprocessed form, it is known as crude oil. There are many petroleum products that are essential for our everyday life. Fuels, like petrol for motor vehicles and kerosene for heaters, plastic, asphalt and wax for candles are all obtained from petroleum. The four main producers of crude oil in the world today are the Middle East, Russia, the United States and Venezuela.

Petroleum was formed under the ground many millions of years ago. Plants and animals living in the sea sank to the sea bed when they died. Their remains, mixed with sand and mud in layered deposits, built up slowly over the years. The combined action of heat, pressure and bacteria turned these deposits into petroleum. The petroleum moved slowly upwards to the porous rocks and became trapped there. With the passage of time, land that was once under water rose to the surface of the sea. As such, petroleum deposits are now found on or near dry land.

Crude oil is obtained from the ground through drilling. A drill is hung from a derrick which may be as high as 60 meters. A derrick is a tower-like structure which is built over an oil well to raise and lower the drill. If the drill reaches oil-bearing rocks, the oil may rush to the surface at great force and gush like a fountain. However, this seldom happens. Usually the oil rises to the surface slowly. Sometimes, when there is no or low underground pressure, the crude oil has to be pumped out.

Once the crude oil is obtained, it is sent to a refinery to be processed. Pipelines carry the oil from the oil fields to the collecting stations. Then, huge oil tankers are used to carry the crude oil by sea to the refineries.

At the refinery, the crude oil undergoes a basic refinery process called distillation, which separates it into fractions or components. Crude oil is heated to various high temperatures during distillation. The hot vapours rise up the fractionating tower which is more than 30 meters high. As these vapours cool, different fractions begin to condense and form lubricating oils, kerosene and gasoline. Selected petroleum fractions may be subjected to chemical processes to obtain other products.

Activity One: Read the text and say whether the following sentences are true (T) or false (F). **(2 points)**

a) Distillation is a refinery process.(T) *02*

b) During distillation, crude oil is cooled.(F)

Activity Two: Read the text and answer the following questions **(3 points)**

1. Name some petroleum products.

(1) ....Some..petroleum...products..=..Kerosene...,..gasoline........
.........lubricating...oils.,..fuels,..plastic.,..wax,...asphalt

2. How is petroleum formed?

(1) ..Petroleum..was..formed..under the ground many millions of years ago. Plants and animals living in the sea sank to the sea bed when they died. Their remain mixed with sand and mud in layered deposits built up slowly over the years. the combine

3. What could happen if the drill reaches oil-bearing rocks? action of heat pressure and bacteria turn

(1) ...The..oil..may...rush..to..the..surface at..great..force..and..gush..... ..like....a....fountain.

Activity Three: **(2points)**

1- Find in the text words that are closest in meaning to the following ones:

a- unrefined (§1) = ..unprocessed   *02*   b- goes up(§3) = ..raises

c- residues (§2) = ..remains......   d- parts ((§ 5)= ...fractions

Section Two: Language study   *03*

Activity One: Add the correct suffix "ed" or "ing" to the word in **bold** to make adjectives

1. The score I received on my last exam was somewhat **disappoint.ing**.. I thought I had done better.

2. I was **surprised**......to learn that I was accepted to the University of California. I didn't think my grades were good enough.

3. If I don't have the chance to use my computer for a while, I get restless and **bore.**..bored

4. I'm getting very **annoyed** .... my browser. It keeps quitting while I'm working on my blog.

5. Please, don't be **embarrass.ed**.....by your English. It's natural to make mistakes when you're learning a new language.

6. After doing some of these exercises, are you still **confused**.. about when to use "ed" or "ing"?

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Activity Two: Put the verbs in the correct tense. Use the passive where necessary (5 points)

Technological civilization (reach)... *reached* .... its present "advanced" state by the trial-and-error behaviour of those who (live).. *were living* .... before us. Many of the most useful discoveries and inventions were the result of mistakes when people (look for).... *were looking for* something else. The New World (find). *was found* .... by Columbus, who was really looking for India. The discovery of penicillin' was speeded by somebody who (leave).' *left* ...a loaf of bread out to get mouldy. Think how far behind ourselves we'd be now if mistakes were impossible for us to make. Our knowledge is also increased by our mistakes. if only because once a mistake has been made, a way of correcting it (must find).. *must be found*. If the mistake (make).. *was made* by us in the first place, we might have had no reason to learn how things are done. Of course, mistakes (must recognise) *must be recognised*. for what they are. If Columbus had thought San Salvador was India and let things go at that, the world would be smaller today. Had the mouldy bread been tossed to the birds, the birds might have become healthy while human life went on suffering from raging diseases. (I realize these statements are somewhat doubtful, but now I (be).... *am* .... so curious about Columbus and penicillin that I (learn). *'ll learn* .... the real facts tomorrow.) .

these sports into petroleum

Writing :(4 points)

Choose **one** of the following topics

- We need more and more oil today and prices are getting higher and higher. What can we do to save energy and our oil reserves?
- Write a paragraph about renewable energies.

As we all know, the main source of energy in our industries is petroleum.

Petroleum can also be a source of many other essential products that we use in our quotidien life. But unfortunetly, this source of energy won't last for a long time, so we must find replacements as efficient as petroleum.

Our objectif is to find energies which last it mean

renewal energies such as solar energy, wind energy, water energy - - - -

Wind energy is effectiant but it needs deposits in high places as mountains where winds are so strong.

Solar energy is very important, it needs sun of course, it is already used in sunny places.

Water energy has also an importance because water is everywhere and it doesn't have any inconvenient or nature

In conclusion, we need to take a huge step to developp these energies and make them useful.

(4)

LTJ 1
TLEMCEN

École Préparatoire en Sciences et Techniques
TLEMCEN

2ndYear Exam of English

Second Semester 2015/2016

Date : 05-2016   Duration: 1h 30'

Section One: Reading Comprehension

Petroleum is a brownish-black oily fluid that can be found in the ground and in the sea. In its unprocessed form, it is known as crude oil. There are many petroleum products that are essential for our everyday life. Fuels, like petrol for motor vehicles and kerosene for heaters, plastic, asphalt and wax for candles are all obtained from petroleum. The four main producers of crude oil in the world today are the Middle East, Russia, the United States and Venezuela.

Petroleum was formed under the ground many millions of years ago. Plants and animals living in the sea sank to the sea bed when they died. Their remains, mixed with sand and mud in layered deposits, built up slowly over the years. The combined action of heat, pressure and bacteria turned these deposits into petroleum. The petroleum moved slowly upwards to the porous rocks and became trapped there. With the passage of time, land that was once under water rose to the surface of the sea. As such, petroleum deposits are now found on or near dry land.

Crude oil is obtained from the ground through drilling. A drill is hung from a derrick which may be as high as 60 meters. A derrick is a tower-like structure which is built over an oil well to raise and lower the drill. If the drill reaches oil-bearing rocks, the oil may rush to the surface at great force and gush like a fountain. However, this seldom happens. Usually the oil rises to the surface slowly. Sometimes, when there is no or low underground pressure, the crude oil has to be pumped out.

Once the crude oil is obtained, it is sent to a refinery to be processed. Pipelines carry the oil from the oil fields to the collecting stations. Then, huge oil tankers are used to carry the crude oil by sea to the refineries.

At the refinery, the crude oil undergoes a basic refinery process called distillation, which separates it into fractions or components. Crude oil is heated to various high temperatures during distillation. The hot vapours rise up the fractionating tower which is more than 30 meters high. As these vapours cool, different fractions begin to condense and form lubricating oils, kerosene and gasoline. Selected petroleum fractions may be subjected to chemical processes to obtain other products.

and helps saving money and the environment at the same time.

Activity One: Read the text and say whether the following sentences are true (T) or false (F). **(2 points)**

a) Distillation is a refinery process. (T)

b) During distillation, crude oil is cooled. (F)

Activity Two: Read the text and answer the following questions **(3 points)**

1. Name some petroleum products.

petrol , kerozene and plastic , asphalt and wax for candles are all obtained from petroleum

2. How is petroleum formed?

Petroleum is formed after the plants and animals living in the sea sink to the sea bed when they die , their remains mixed with sand and mud in layered deposits built up slowly over the years

3. What could happen if the drill reaches oil-bearing rocks? the combined action of heat and pressure and

If the drill reaches oil bearing rocks, the oil may rush to the surface at great force and gush like a fountain

Activity Three: **(2points)**

1- Find in the text words that are closest in meaning to the following ones:

a- unrefined (§1) = unprocessed

b- goes up(§3) = rises

c- residues (§2) = deposits, remains

d- parts ((§ 5)= components / fractions

Section Two: Language study

Activity One: Add the correct suffix "ed" or "ing" to the word in **bold** to make adjectives

1. The score I received on my last exam was somewhat **disappointing**... I thought I had done better.

2. I was **surprised**....to learn that I was accepted to the University of California. I didn't think my grades were good enough.

3. If I don't have the chance to use my computer for a while, I get restless and **bored**....

4. I'm getting very **annoyed**...at my browser. It keeps quitting while I'm working on my blog.

5. Please, don't be **embarrassed**....by your English. It's natural to make mistakes when you're learning a new language.

6. After doing some of these exercises, are you still **confused** about when to use "ed" or "ing"?

(03)

Activity Two: Put the verbs in the correct tense. Use the passive where necessary **(5 points)**

Technological civilization (reach)...*reached*........ its present "advanced" state by the trial-and-error behaviour of those who (live). *lived* .... before us. Many of the most useful discoveries and inventions were the result of mistakes when people (look for) *were looking for*. something else. The New World (find)...*found*........ by Columbus, who was really looking for India. The discovery of penicillin was speeded by somebody who (leave)....*left*................a loaf of bread out to get mouldy. Think how far behind ourselves we'd be now if mistakes were impossible for us to make. Our knowledge is also increased by our mistakes. if only because once a mistake has been made, a way of correcting it (must find) *must be found*. If the mistake (make). *was made* by us in the first place, we might have had no reason to learn how things are done. Of course, mistakes (must recognise) *must be recognised* for what they are. If Columbus had thought San Salvador was India and let things go at that, the world would be smaller today. Had the mouldy bread been tossed to the birds, the birds might have become healthy while human life went on suffering from raging diseases. (I realize these statements are somewhat doubtful, but now I (be). *am*........ so curious about Columbus and penicillin that I (learn)..*will learn*....... the real facts tomorrow.) .

Writing :(4 points)

Choose **one** of the following topics

- We need more and more oil today and prices are getting higher and higher. What can we do to save energy and our oil reserves?
- Write a paragraph about renewable energies.

(04)

Writing :
_____

Nowadays and sadly the world's economy and well fare is standing on a fragile platform that is the limited ressources of energy that will one day disapear (peteroleum, gazes... etc), the solution is clear : "renewable energies" but most countries are afraid to make the move, so what exactly are "renewable energies"?

Renewable energies are a clean source of power, freindly to the environment and are an illimited source of energy; they divide into 3 main ones : Wind, Sun and Water. The sun which is an unlimited source of heat and light could be used using photovoltaics panels to generate power (very effective to countries with deserts and such...), The wind's power and gush could be used by building huge tall fans (héolemes) to generate power from the motion of the fans, that Oceans and Running rivers's flow and tides could be used, using special generators that changes with the motion of water, even the earth's heat could get us a lot of energy using the Laws of theromdynamics. Finally we can say that even if the investment to make the move for renewable energies is very costly, the outcome on the long term pays off

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الملخص

إن تعليم اللغة الإنجليزية لأغراض معينة "ESP" قد يكون مهمة صعبة عندما يتم تدريسها في بعض المؤسسات مثل المدرسة التحضيرية للعلوم والتكنولوجيا بتلمسان. حيث تواجه المعلمين بعض المعيقات والصعوبات لإنجاز مهمتهم. لذلك يجب الأخذ بعين الاعتبار العوامل التي تؤثر في عملية التعلم من "ESP" كتجانس طلبة السنة الثانية ، وتنوع الفصول الدراسية والنظر إلى مستوى كل طالب أثناء تعلم اللغة الإنجليزية، وبالتالي معالجة نقاط الضعف لديهم. يوضح هذا البحث أنه إذا اعتمد التعلم الذاتي في دروس اللغة الإنجليزية "ESP" في المدرسة التحضيرية ، يمكن للمعلمين التغلب على نقاط ضعف الطلاب وتحسين مستوياتهم وتحفيزهم على استخدام الطرق المناسبة لاحتياجاتهم، من خلال مساعدة الطلاب على تبني استراتيجيات وأساليب مناسبة وإجراء بعض التغييرات في دور المعل

الكلمات المفتاحية

استقلالية التعليم/اللغة الإنجليزية لأغراض محددة/ الحافز /تنوع أقسام الطلاب

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Résumé

L'enseignement d'anglais 'ESP' pourrait être une tâche difficile surtout quand il est enseigné dans certaines institutions comme l'École préparatoire des Sciences et Techniques de Tlemcen. Les enseignants sont confrontés à des obstacles; par conséquent, l'instructeur devrait prendre en considération certains paramètres qui peuvent influer sur l'apprentissage de l'ESP comme la diversité des classes de deuxième année, le niveau de chaque élève ainsi que ses faiblesses. Selon le chercheur, si l'autonomie de l'apprentissage est introduite dans les classes d'anglais 'ESP' à l'école préparatoire, les enseignants peuvent vaincre les faiblesses des étudiants et améliorer leurs niveaux. Et cela en les orientant à utiliser des méthodes adaptées à leurs besoins, en plus d'adapter le rôle de l'enseignant selon le besoin de chaque étudiant.

Mots clefs : Autonomie de l'apprentissage**,** ESP, motivation, diversité des étudiants

Summary

Teaching ESP may be a hard task particularly when it is taught in some institutions as the Preparatory School of Sciences and Techniques of Tlemcen. Teachers are faced with some obstacles and difficulties; therefore, the instructor should take into consideration some parameters which may affect second year students' learning of ESP as the diversity of the classrooms, the level of each student as well as his/her weaknesses when learning the English language . According to the researcher, if learner autonomy is introduced in ESP classrooms of the Preparatory School, it may overcome lacks and raises learners' level, and thus, by helping students to adopt suitable strategies and methods and make some changes in the role of the teacher.

Key words: Learner autonomy, ESP, motivation, students' diversity

Summary of the Thesis

Over the last decades, the requirements for learning English for specific purposes have significantly raised intention with the advent of globalization. Nowadays, universities and other higher institutions throughout Algeria have heavily invested in technology to support teaching and to enhance students' learning experience. However, teaching of English is supposed to meet the needs of the learners in institutions such as the Preparatory School of Sciences and Techniques of Tlemcen where English is taught for Science and Engineering. As English is introduced in the secondary schools, students are supposed to know this language efficiently after eight or nine years, however, it is not the case as the results revealed in this investigation some students' lacks. Moreover, learning ESP in higher institutions is not satisfactory and many students feel unable to learn the English language. Therefore, universities as well as other higher institutions blame the secondary system where the students do not learn English efficiently.

The main concern of this investigation is to introduce new approaches to have a successful learning of ESP, therefore, autonomous learning and motivation are considered as key factors or method to make the students of the EPST succeed to learn English for specific purposes more particularly for sciences and engineering. Nonetheless, before dealing with independent learning, the researcher should take into consideration some factors that made ESP learners failed to learn. Among them, the investigator could deduce some lacunas in grammar and written expression, in addition to student's disinterest to learn English and thus, due to the importance or non importance given to this module at EPST as the coefficient is very low. Therefore, the ESP teachers are confronted with many challenges while teaching English for science and engineering.

It is clear that the role of a student is to engage actively in learning, therefore, in European countries, there has been a shift from teacher-based approach to student-based approach and thus; to have more active learners in the classroom, however, this is not the case in Algeria where the traditional approach is used. The teacher centered-

approach is represented as passive lectures where the teacher is seen as the most important figure in the classrooms. His job is to search, inform, explain, and help his students. Nevertheless, this way of teaching is not very efficient as the teacher is the only active person in the classrooms whereas the students are the passive ones. They just take information for the majority of them.

Motivation is considered in the case of learner autonomy as the most significant factor in learning a foreign language. It depends greatly with other factors such as attitudes towards learning English. Attitudes have a profound influence on learner's behaviour; if the student has positive attitudes towards English therefore, he will be motivated to learn it otherwise; a negative attitude is caused by students' disinterest and demotivation. The learners have two types of motivation during their learning process; either intrinsic motivation which comes from the inside of the learner, according to Deci and Ryan (1985) who claim that intrinsic motivation is directly linked with autonomy and leads to more effective learning. However, the extrinsic motivation is developed by external factors such as getting a satisfactory employment in the future, better marks or career. Furthermore, motivation and autonomy are considered as individual as well as social behaviour which requires interaction with other variables in order to get an effective learning.

In order to find some solutions to these problems one can put forward the following research questions:

1) How do students engage into learning tasks independently?

2) Which strategies do students use to become efficient learners?

3) What are students' lacks and weaknesses that affect their leaning of ESP?

4) To what extent, does motivation contribute to foster learner autonomy at EPST?

With the above research questions, the following hypotheses are suggested:

1. Learning independently is considered by scholars and educators as an efficient way to learn effectively

2. Various methods and strategies exist in order to engage ESP students to learn independently for an effective learning process.

3. Learning ESP effectively may be improved after identifying students' lacks and needs at EPST.

4. Successful students are autonomous learners who are motivated to learn effectively.

Thus, this research work comprises four chapters; the first chapter is a description of the concept learner autonomy and motivation; here the researcher will bring some definitions of autonomous learning from linguists and researchers throughout the world in this field of study, in addition to its characteristics among learners. The focus will be on different strategies used by independent learners to have an effective learning; attitude and motivation are considered as important keys in the autonomous learning where the learner could rely on himself to achieve an efficient learning process, in addition to the close link between autonomy and motivation.

The second chapter is devoted to the description of ESP classrooms at the Preparatory school where students participated in the investigation. The data collected were both qualitative and quantitative under the form of classroom observation, questionnaires and interviews in order, first to analyse the context of the present study then to determine students' perception of autonomous learning and how motivation could foster their learning.

The third chapter came to analyse the data collected from our students which are not numerous in the second year, the researcher chooses to take four groups and each group contains twenty students under study, and to get the total of eighty students for an effective result. Four students were chosen to participate to the interview according to their learning strategies, participation in the classrooms marks, attitude towards the

language and motivation to learn English and thus; according to multiple characteristics that will be discussed in the chapter II.

Finally, the fourth chapter is an attempt to find some solutions to the lacks and weaknesses encountered during the learning process of ESP, therefore, the researcher expects from the findings of this research work to find some solutions in order to meet the needs of the second year students who are enrol at EPST of Tlemcen; the results obtained reveal students attitudes towards learning in ESP classes and how they use different strategies to learn English; their motivation is the key of a significant approach towards effective learning and how autonomous learning brings to those students a different vision and approaches to learn ESP and to be more successful.

The aim of the preparatory school of Tlemcen is to form excellent students in the field of Engineering, and English for specific purposes is necessary in their curriculum as they will reach 'Superior Schools' as ENA in Algiers, ENSMM in Annaba, ENPC in Constantine or ESSA in Tlemcen. Therefore, the students should display a good level in Engineering to enter this kind of schools which are known for their good level, and the students could get a good job in the future. Therefore, English can't be neglected as the students will need it later or to make research in the field of engineering, read books and most importantly write articles for publication.

Benson and voller (1997:4) argue that autonomy entails both individual responsibility and right. According to Athanasiou (2006:5), autonomy is composed of the ancient Greek words 'autos', which means to live according to one's own rules. Learner autonomy is a concept developed by Holec in the year 1981, and according to scholars and linguists, various definitions have been established to clarify the term autonomy; for instance, Holec (1981:3) defines autonomy as *"The ability to take charge of one's own learning. This ability has a potential capacity to act in a given situation, in our case learning and not the actual behaviour of an individual in that situation."*
It is clearly evident that an autonomous learner should possess some features as being independent, motivated to learn and have the desire to take the responsibility of relying more on themselves than on the teachers. Dickinson (1993:330-331) identifies five characteristics of independent learners:

1. They understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices;

2. They are able to formulate their own learning objectives;

3. They are able to select and make use of appropriate learning strategies;

4. They are able to monitor their use of these strategies;

5. They are able to self-assess, or monitor their own learning.

The Peparatory School of sciences and techniques of Tlemcen was initiated in 2009 by the ministry of higher education and scientific research as and fulfillment programme all over the country. The objective of this institution is to provide students who get their baccalaureate exam a high-level training in scientific and technical disciplines to prepare them for entrance exam to major engineer's superior schools.

It should be mentioned that the students who enter this school come from different Wilayas/departments of the country and most importantly they have good marks in the Baccalaureate exam; in other words; the EPST School enrolls the best students also called the 'Elite'. Therefore, the ESPT School objectives are:

- ✓ To provide training missions of science and technology to prepare students for the 2nd Cycle provided by schools outside university particularly in the area of specialty.
- ✓ The educational programme given to the students is adapted to their needs in sciences and technology.
- ✓ Students who get the final exam called the national exam are admitted to the superior schools of engineering called 'Les Ecoles Superieures'

Students who are not admitted to the national exam or to the second cycle provided by the schools are shifted to University or other institutions.

The EPST contains six departments which are listed as follows:

1. Department of Physics
2. Department of Chemistry
3. Department of Technologies
4. Department of Computer sciences
5. Department of Human Sciences
6. Department of Mathematics

After the success in the competition held at the end of the second year of study, the future engineers will follow a three-year course in an engineering superior school.

In Large national superior or preparatory school in science and techniques, student could carry on his studies, after its success in the competition called the national exam; he could enter the following superior schools of engineering which are nine in Algeria, there are classified as follows:

- National Polytechnic School of Algiers (ENP)

- National Polytechnic School of Oran (ENPO)

- National Polytechnic School of Constantine (ENPC)

- National School of Public Works (ex ENSTP)

- Superior hydraulic National School (ENSH)

- National School of Mining and Metallurgy of Annaba (ENSMM)

- Superior School of industrial technologies of Annaba (ESTI)

- Superior School of Applied Sciences of Tlemcen (ESSA)

- Superior School of Electrical Engineering and Energy of Oran (ESGEE)

This year (2016) the Preparatory School of Tlemcen shifts to Superior School called Superior School in Genie Electric applied to renewable energies (Ecole Supérieur en Genie Electrique appliqué aux energies renouvlables) (ESSA-Tlemcen)

The knowledge thus, acquired will certainly open the door to the recruitment and allow the students to quickly climb and take responsibilities within industrial companies.

The aim of this investigation is to understand to which extent a student at the EPST of Tlemcen is autonomous when learning a foreign language and understand the efficiency of motivation in the learning process. The study was conducted at the Preparatory School of Sciences and Techniques of Tlemcen especially at the Department of human sciences where the researcher could collect considerable information for his/her investigation. The collection of data consists of four parts; the first one is the classroom observation followed by interview and questionnaire administrated to the second- year students at the department of Human sciences at the EPST of Tlemcen. The participants are four groups of students; each group contains twenty -five students, however, not all the group assist to the English lecture, the number of students who attended in ESP classrooms is only twenty. From those students, four were chosen to make the interview. The criteria for selecting the participants of the interview were first; their willingness to participate in the research study, then they should present a portrait of an autonomous student of EPST of Tlemcen. The last part is assessment which is added later on and thus; to demonstrate that autonomous learners succeed widely in the exams compared to the other students. Therefore, the researcher has selected the exam papers of the independent learners; there are four exam papers for the first exam and four for the second one to make the total of eight exam papers to assess which are mentioned in Appendix IV.

The questionnaire consists of eighteen questions; it considers mainly;

- .Gender of the participants.
- The methods/strategies used by students when learning English.

- Students' motivation and attitudes towards the learning of the English language.

- The preferences for the four skills.

- The role of the teacher in the classroom.

- Reasons behind failing in learning a foreign language.

- The new technologies and how they may foster learner autonomy.

- The ways students prefer to learn a foreign language.

This questionnaire contains only one open-ended question which is:

- To describe what is an autonomous learner briefly.

Data was collected at the EPST of Tlemcen where the teacher chose some students from different Wilayas of Algeria for the diversity of the research; four students were chosen from Sidi Belabes, Setif, Boumerdes, Djelfa in order to do the interview, teacher should look for the availability of students; together they identify possible dates which may convey to the teacher as well as students. Then the interview was done in a classroom provided by the administration of the school. The material used was the laptop in order to record the necessary information or book note. The respondents were free to answer either in English, Arabic or French.

The procedure of data collection is documented in appendix II with the record of participants, place and time duration of the interview process.

As mentioned previously, interviews with volunteer students were conducted. Those, by and large, were based on their perceptions of learner autonomy and the results shed light on students' perceptions of learner autonomy, attitude and motivation. More importantly, the researcher noticed the strategies each student developed to learn ESP.

The analysis of the English language students' questionnaire has permitted to highlight the concept of learner autonomy vs. dependent learning in ESP classes and permitted the researcher to shed more important light on the difficulties encountered by the students during the learning process. The questions provided to the students are not very specific to autonomous learning in order to find first what are the problems encountered in ESP classrooms then to look for the strategies used by the learners and most importantly what is the role of the students in ESP classrooms because from this

collection of data we can determine what are the solutions that students need for learning ESP effectively.

From the analysis of the questionnaire we can conclude that research on learner autonomy in ESP classrooms have different standpoints but they all have several important elements in common.

1-The teacher as a facilitator, counsellor, and resource

The importance of the role of the teacher to assist students to become autonomous learners is described by Voller (1997) in three categories: the teacher as facilitator, the teacher as a counsellor, and the teacher as a resource. And as a majority of the students rely on him to learn, his/her role is determinant to either provide the students with necessary information or to motivate them or to guide them for a better learning by adopting the right strategies according to the learner's needs.

2-The second level is concerned with learning strategies

Previous research has focused on the importance of teaching strategies. Nunan (1996) proposes that some degree of autonomy can be fostered by systematically incorporating strategy training into the learning process.

Based on the investigation of second-year students undertaking English for specific Purposes, the researcher demonstrated the effectiveness of encouraging learners to adopt the right strategies to improve their own learning autonomy. He found that autonomy is enhanced when students are provided with opportunities to find easiness to learn English and evaluate their own progress, when students are encouraged to find their own language data and create their own learning task, and when students are given opportunities to select content.

Nunan (1996:24) stresses the importance of training learners in techniques on self-assessment, ongoing monitoring, self-evaluation and reflection as follows:

"Once again, the teacher should not assume that learners have these skills at the beginning of the learning process, nor that all learners will appreciate the potential value of self-monitoring and reflection. However, during the course of instruction, they will be provided with opportunities for engaging in self-

monitoring activities and using these as a way of developing their language skills, as well as their sensitivity to the learning process*"*.

An interesting point is that students can experience the strategies that best help them to improve their learning of ESP in addition to motivating them when those learners are guided in the right way.

1- The third level is concerned with lacks

As mentioned in the questionnaire, the students reproach that among the major negative effects to learn ESP is concerned with not sufficient time to learn English; it means that they have only one hour and a half per week which is considered as not enough to learn.

The second lack is during the ESP lectures where the speaking skill is not sufficiently used, however, the majority of the students preferred to give importance to this skill in order to speak English.

The third lack is about weakness in grammar and vocabulary. As mentioned before, students studied English for eight or nine years, the number of years is normally sufficient to learn a foreign language, however, after the beginning of the ESP lectures, the gaps of the students in English are very high and their level is not satisfactory at all especially in grammar where nearly all the learners do not master the basics of the English language.

As a response to the problems encountered, some suggestions could be proposed by the investigator as:

To develop some activities at the beginning of the year of the English sessions where the teacher could

- ✓ Discuss different strategies
- ✓ Deal with English deficiencies of each student (as there are small groups)
- ✓ Propose some activities to improve these weaknesses
- ✓ Expect students' needs
- ✓ Motivate the students to learn English by dealing with its importance

Among these factors, autonomous learning could be a good approach to motivate the learners to learn ESP English at EPST by relying on themselves where they could spend more time to learn throughout the internet, books or other tools and not rely only on the teacher as he could not be the key to all the solutions.

After analysing the interview, the investigator could observe that all the participants are motivated to learn English and thus; for different reasons such as studies, work or travel. Each of them has his/her method towards learning English as by using the internet, watching movies or reading books. However, all of them prefer to study alone as student D claims *"In general I prefer to learn on my own. It's easier for me to read and understand on my own than with a group".* They do not encounter difficulties in learning English and privilege the student-based approach.

Moreover, the participants have very good marks in the exams and wish that the English syllabus could be changed according to their needs by focusing more on the speaking skill. They want that dialogues/communicative topics be introduced in order to develop the speaking skill.

The researcher could find some characteristics of learner autonomy which are taken from Benson model: The categories in this section are based on five characteristics of independent learners identified by Dickinson (1993:330-31) and on what Benson (2001) labelled *control over learning management:*

✓ Autonomous learners understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices.

✓ Autonomous learners are able to formulate their own learning objectives.

✓ Autonomous learners are able to select and make use of appropriate learning strategies.

✓ Autonomous learners are able to monitor their use of these strategies.

✓ Autonomous learners are able to self-assess, or monitor their own learning

The profile of an autonomous learner in this study can be summarised as follows:

- Desire to learn a particular language
- Methodical and disciplined
- Logical and analytical
- Show interest, motivation and curiosity
- Independent and self-sufficient
- Experienced in learning without the teacher
- Learn from book, website, TV

The analysis of the teachers' interview allows us to collect necessary data about teaching English for engineering and highlight difficulties encountered by the students while learning. In this case, the questions are direct and clear so that the teachers could provide the investigator with some remarks and analysis of the situation in ESP classrooms and in this way they could determine the importance of independent learning to improve the student level. We can notice from the answers given by the teachers of EPST that students are not very motivated to learn English and according to them is due to the low coefficient and interest are given to this module at the EPST. Also, the majority of the students do not have a good level in English and this is because of their low level especially in grammar and written expression as mentioned by some of the teachers. According to teachers' remarks to foster learner autonomy, they suggest to help the students by awakening them of the importance English should have in their present studies and future ones, in addition to the role played by the teacher at the ESP classrooms, according to them, teacher should be a monitor as well as a facilitator, perhaps by acting so, it may help the students to improve their learning. We summarise the teachers' suggestions in the following points:

✓ The teacher should guide his/her students to learn.
✓ The teachers should be provided with necessary materials to motivate their students and to feed them with more suitable information according to their field of study.

✓ Teacher should be trained in order to know how to teach ESP in a better way.

✓ Use appropriate methods according to students' lacunas.

✓ Give more importance to the English module at the EPST.

✓ The shift from the teacher-centred approach to learner centred-approach to get successful learning.

To promote learner autonomy in ESP classes to improve students' learning

After the exams, the investigator who corrected the exam papers puts aside the ones who are considered as independent learners; the result of examination papers of autonomous students revealed the following points:

✓ The learning level of autonomous students is high

✓ The vocabulary used in written expression is various and rich (understand/recognise/apply)

✓ The students used their own words when answering question or justifying answers (explain/justify)

✓ The students are able to write good paragraphs by evaluating a situation/thing and create new ones), so that they give their opinions at the end of their written expressions.

Concerning section of grammar, the learners are able to understand and recognise the suitable answers either for tenses, affixation or passive/active voices.

After a brief overview of some characteristics which may foster independent learning, let deal with ESP teachers' recommendation at the EPST of Tlemcen. All the teachers of ESP at the Preparatory School agree on some points about promoting learner autonomy in the ESP classes which are as follows;

✓ To develop in the students the ability to be aware of their strengths and weaknesses and therefore, look for the adequate strategies to enhance their learning of ESP.

✓ To motivate the students by using as much as possible the labs; it is important to capture their attention and interest in this language.

✓ To insist on the importance English has especially in their future studies, where the students will be in touch with this language as to write articles, to make

research as there are some engineering schools at Algiers where learning is held only in English.

✓ To make the student participate in the learning process by making him develops the ability to evaluate his/her learning.

✓ Adopt the learner -centered classrooms where the results of a successful learning are hopeful.

✓ To train the teachers in the field of ESP and thus to make them know to be performant with ESP lectures.

In fact, teachers' recommendations are very interesting to promote learner autonomy and we can take them into consideration to improve the teaching/learning process of ESP at the Preparatory School of Sciences and Techniques.

The present research contributes to developing autonomous learning within the EPST of Tlemcen which is considered as a promising institution as its students are the 'elite' of the engineering learner and thus, has to pass a special exam to reach the Superior Schools of Algeria. Therefore, this study investigated in the field of learner autonomy and motivation where these two characteristics are considered as important for a successful learning of ESP.

Further research is clearly needed in the field of learner autonomy where pedagogical implications should take place and search for the adequate solutions in the future. This study has several limitations, first, it should be noted that the Algerian context where the English language is taught displays many characteristics. First, the majority of the students who entered the Preparatory School have a low level in English except some students who are very bright; they have many deficiencies especially in grammar and vocabulary. Therefore, it is difficult for the teacher to move forward in the English lessons. Secondly, the majority of the students show disinterest to learn ESP because as future engineers they give priority to technical modules as mathematics, physics and chemistry.

The obvious implication of this research is to provide teachers with training to teach ESP students. This involves making the teacher more competent in the field of

ESP and then could adopt some motivational strategies to enhance students' motivation to learn, but also embedding these in more generally motivating teaching approaches to take into consideration the students' desire for more interesting lessons. In this sense, independent learning could be introduced in ESP classrooms for more positive results as it is shown with some autonomous students at the EPST who demonstrate their ability to learn by relying on themselves with a good level in English and to have a very good mark.

It should be noticed that these 'autonomous learners' have the same learning conditions as the other students; however; they show a great interest towards learning English.

The results found in this investigation show that students' failure to learn ESP is due first to the lack of motivation. For instance; these students are interested in technical modules and give less priority to English.

Secondly; most of the students' failure to learn ESP is due to their low level in English, particularly in grammar and vocabulary.

The third point deals with strategies and approaches; for instance; most of the learners do not know which strategy should be used for a successful learning.

Further researches are needed in the field of ESP in order to find some solutions and introduce autonomous learning for successful students.

General Introduction

General Introduction

ESP has become one of the most significant fields in higher institutions, as a matter of fact; English is learnt for many reasons which are due to a large variety of professions which request the use of ESP. The need to use English for specific purposes specialities has many characteristics such as "specific needs, technical specialised vocabulary and documentation, specialized texts and interaction, an identifiable working environment". (Harding, 2007: 6).One of the reasons for learning English is for science and technology which is the case of this research work. As indicated by Hutchinson and Waters (1994: 16), "ESP can be subdivided into "two fundamentals sorts of ESP differentiated according to learners" need". It means that ESP is divided into Academic study or for occupational purposes.

Over the last decades, the requirements for learning English for specific purposes have significantly raised intention with the advent of globalization. Nowadays, universities and other higher institutions throughout Algeria have heavily invested in technology to support teaching and to enhance students" learning experience. However, teaching of English is supposed to meet the needs of the learners in institutions such as the Preparatory School of Sciences and Techniques of Tlemcen where English is taught for Science and Engineering. As English is introduced in the secondary schools, students are supposed to know this language efficiently after eight or nine years, however, it is not the case as the results revealed in this investigation some students" lacks. Moreover, learning ESP in higher institutions is not satisfactory and many students feel unable to learn the English language. Therefore, universities as well as other higher institutions blame the secondary system where the students do not learn English efficiently.

The main concern of this investigation is to introduce new approaches to have a successful learning of ESP, therefore, autonomous learning and motivation are considered as key factors or method to make the students of the EPST succeed to learn English for specific purposes more particularly for Sciences and Engineering. Nonetheless, before dealing with autonomous learning, the researcher should take

into consideration some factors that made ESP learners failed to learn. Among them, the investigator could deduce some lacunas in grammar and written expression, in addition to student‟s disinterest to learn English and thus, due to the importance or non importance given to this module at EPST as the coefficient is very low. Therefore, the ESP teachers are confronted with many challenges while teaching English for science and engineering.

Concerning the theories of learner autonomy namely the theory of constructivism; Piaget emphasises on learning theories and teaching methods in order to improve the quality of education. Moreover, Vygotsky and Piaget suggest the introduction of new concepts in classrooms as analysing the given information rather than accepting it. This kind of behaviour in the classroom may enhance students learning in a more creative way. This is why; new approaches should be introduced in classrooms in order to change from the traditional way of teaching which is considered as outdated to the new one which focuses on student methods of learning. In other words; it should be mentioned that teachers‟ role in learner autonomy is significant; therefore, he/she should play different roles specially the role of organiser, facilitator or counselor to meet students‟ needs. Therefore, it is important to underline the importance of learning strategies particularly when learning a foreign language. Many attempts have been made by researchers in order to find what are the techniques and strategies used by the learners. According to them, the learning strategies may help a learner to acquire a foreign language, however; not all the students are able to develop a useful technique or a personal approach during the learning process. This is why; it is the teacher task to guide his learners in the right way for an effective learning.

It is clear that the role of a student is to engage actively in learning, therefore, in European countries, there has been a shift from teacher-based approach to student-based approach and thus; to have more active learners in the classroom, however, this is not the case in Algeria where the traditional approach is used. The teacher centered-approach is represented as passive lectures where the teacher is seen as the most important figure in the classrooms. His job is to search, inform, explain, and

help his students. Nevertheless, this way of teaching is not very efficient as the teacher is the only active person in the classrooms whereas the students are the passive ones. They just take information concerning the majority of them. Motivation is considered in the case of learner autonomy as the most significant factor in learning a foreign language. It depends greatly with other factors such as attitudes towards learning English. Attitudes have a profound influence on learner"s behaviour; if the student has positive attitudes towards English therefore, he will be motivated to learn it otherwise; a negative attitude is caused by students" disinterest and demotivation. The learners have two types of motivation during their learning process; either intrinsic motivation which comes from the inside of the learner, according to Deci and Ryan (1985) who claim that intrinsic motivation is directly linked with autonomy and leads to more effective learning. However, the extrinsic motivation is developed by external factors such as getting a satisfactory employment in the future, better marks or career. Furthermore, motivation and autonomy are considered as individual as well as social behaviour which requires interaction with other variables in order to get an effective learning.

In order to find some solutions to these problems one can put forward the following research questions:

1) How do students engage into learning tasks independently?

2) Which strategies do students use to become efficient learners?

3) What are students" lacks and weaknesses that affect their leaning of ESP?

4) To what extent, does motivation contribute to foster learner autonomy at EPST?

With the above research questions, the following hypotheses are suggested:

1.Learning independently is considered by scholars and educators as an efficient way to learn effectively

2.Various methods and strategies exist in order to engage ESP students to learn independently for an effective learning process.

3. Learning ESP effectively may be improved after identifying students‟ lacks and needs at EPST.

4. Successful students are autonomous learners who are motivated to learn effectively.

Thus, this research work comprises four chapters; there are presented as follows;

The first chapter is a description of the concept learner autonomy and motivation; here the researcher brings some definitions of autonomous learning from linguists and researchers throughout the world in this field of study, in addition to its characteristics among learners. It is important to deal with theories of learner autonomy specially those of Vygotsky and Piaget as there are the bases of autonomous learning. The focus will be on different strategies used by independent learners to have an effective learning; attitude and motivation are considered as important keys in the autonomous learning where the learner could rely on himself to achieve an efficient learning process, in addition to the close link between autonomy and motivation.

The second chapter is devoted to the description of ESP classrooms at the Preparatory school where students is seen as the most determinant figure of this investigation. The data collected were both qualitative and quantitative under the form of classroom observation, students „questionnaire and interviews devoted to the teachers of English at EPST and some selected learners in order, first to analyse the context of the present study then to determine students‟ perception of autonomous learning and how motivation could foster their learning.

The third chapter came to analyse the data collected from our students which are not numerous in the second year, the researcher chooses to take four groups and each group contains twenty-five students under study, and to get the total of one hundred

students for an effective result. Four students were chosen to participate to the interview according to their learning strategies, participation in the classrooms marks, attitude towards the language and motivation to learn English and thus; according to multiple characteristics that will be discussed in chapter II.

Finally, the fourth chapter is an attempt to find some solutions to the lacks and weaknesses encountered during the learning process of ESP, therefore, the researcher expects from the findings of this research work to find some solutions in order to meet the needs of the second year students who are enrol at EPST of Tlemcen; the results obtained reveal students attitudes towards learning in ESP classes and how they use different strategies to learn English; their motivation is the key of a significant approach towards effective learning and how autonomous learning brings to those students a different vision and approaches to learn ESP and to be more successful.

This investigation is useful to improve the quality of learning ESP in such institution. The aim of the preparatory school of Tlemcen is to form excellent students in the field of Engineering. and English for specific purposes is necessary in their curriculum as they will reach „Superior Schools" as ENA in Algiers, ENSMM in Annaba, ENPC in Constantine or ESSA in Tlemcen. Therefore, the students should display a good level in Engineering to enter this kind of schools which are known for their good level, and the students could get a good job in the future. Therefore, English can't be neglected as the students will need it later or to make research in the field of engineering, read books and most importantly write articles for publication.

General Conclusion

General Conclusion

Teaching ESP for engineering students is a complex task that requires from the teachers some experiences and to know how to make lectures interesting and most importantly to introduce the basis of grammar and technical words and terms.

Rather than relying on teacher-centered approach, this new institution which is the Preparatory School of Sciences and Techniques; should introduce the student-centered approach by providing to the ESP teachers the necessary material used for a successful learning and by training them in ESP field.

In recent years, Learner autonomy is considered as an effective factor which may help the students adopt strategies according to their needs in the four skills. It may also motivate them to see learning differently and then exceed their weaknesses particularly in grammar and learn technical vocabulary. However, the case in Algeria especially in the EPST of Tlemcen, where English is taught for specific purposes, the question of introducing learner autonomy to learning is not the priority of ESP teachers because of the student low level in English, therefore, teachers first should be trained to teach ESP or English for engineering then they should be provided with necessary material to adapt new strategies and in this way, the learner could be able to improve himself in learning English and then could adopt the new concept which is autonomous learning.

Many instructors declared that their students have a low level and reduced time to study ESP is not in favor to improve their ESP weaknesses however, there are other ways to ameliorate it with motivating them to learn by relying on their own at home or at the EPST by reading books or using the internet which is considered as the most useful method to learn and do not focus only on the teacher efforts. Therefore, this study has given the opportunity to observe unsuccessful learners and to reflect on why they are unable to improve the ESP learning. This investigation has been meaningful to the ESP teachers at EPST of Tlemcen where the results show that

there should be some ameliorations at the level of the lectures where the teacher could raise the problem of demotivation in the ESP classrooms, also he/she could discuss with his/her students the most useful strategy to be adopted according to their lacks or needs, for instance, there are some learners who failed in grammar so the teacher will help them by proposing some adequate solutions to improve their level, also there are other students who prefer to speak English and want to favor the speaking skill in ESP classes which is not the case as the time proposed for English lectures is only one hour and half per week and doesn"t permit to do it because of the syllabus imposed by the school do not deal with oral expression, so that the lectures should be varied and deal with the four skills. In this case, the instructor could propose some websites where they could practice speaking in addition, the teacher could bring to the students some audiotapes, videos or dialogues.

Most importantly this study has focused on learner autonomy, therefore, the teachers of the EPST could introduce the idea of independent learning to their students, in this way, this last could be more motivated to learn, look for suitable strategies appropriate to their needs and before all do not rely only on the teacher as he cannot be the key to success of all the students. For instance, the teacher will guide his/her students, feed them with information or propose extra-activities to motivate them.

According to the present study, the investigator has put-forward the research questions, With respect to the first question, the researcher could observe from the data collected that the second-year students display a lack of interest in learning the English module mainly because of their low level which makes them encounter obstacles whether in the written or spoken form. It means that students have difficulties to manipulate the four skills either listening, speaking reading or writing. Therefore, by helping students to engage in learning task independently may contribute to foster their way of learning particularly of the English module. It can be seen, that according to the results found in this investigation, the majority of

the students are not independent learners and rely on the teacher approach and lectures to learn the English language and those for specific reasons particularly in the case of English for Science and Technology.

As far as the second question is concerned, some strategies could be adopted to enhance students" motivation according to their lacks and needs. So that, the teacher will not have all the roles to play in ESP classes but he will focus only on the most important ones as to guide the learners to develop adequate strategies to make learning efficient. In this context, it would be ingenious to bring some changes to ESP classrooms and introduce other methods for an effective learning. According to the results collected from students" questionnaire and interview; It can be noticed that students" learning strategies are not adequate to their needs nor to their levels, therefore their learning is affected by their weaknesses in grammar or their low level in English, this is why; it may be the teacher"s role to guide them to choose the appropriate method to ameliorate the learning of the English for specific purposes. In this sense, the students will be more motivated to learn. It is important to take into consideration the diversity of each classroom at EPST, however, not all the students receive the same education; Teaching varies from one region to another.

As for the third question, ESP teachers cannot have successful students without identifying their weaknesses and needs, for instance; during the English lectures, the investigator can observe that some students display lack in speaking the English language, some others are unable to do grammatical activities, and there are those who encounter difficulties in reading and understand texts. Therefore, it may be significant to take into consideration those factors that affect students" learning and try to improve each student"s level by proposing them to use some methods. It is evident that after identification of students" needs and weaknesses to learn ESP, it can be easier for the teacher to guide his/her learners to use a given strategy in accordance with their needs and thus, to fulfil the learning task in a better way.

As for the last question which is concerned with the contribution of learner autonomy to make ESP classrooms motivating and successful, the ESP teachers may suggest some solutions in order to improve the learning process and remedy to the problems encountered during the English lectures. For instance, methods used by the teacher of the ESPT for the teaching of the English module should change and introduce new ones as the student-centred approach which is considered as an efficient method by occidental instructors and educational staff and motivate the learners in the learning process. Teachers could propose in this sense that ESP classrooms may shift from the teacher-based approach to learner-based approach for fruitful learning. As far as learner autonomy is concerned ESP teachers propose its introduction in ESP classrooms, it may help learners to develop new strategies to overcome their weaknesses either in written or spoken forms. In this case learning, ESP will be more successful and students will rely on themselves and on their own methods to succeed.

During this research, the investigator could observe that a minority of second-year students succeed brightly in the English module, according to the data collected and classroom observation; those students are methodical in learning, they have adopted their own strategies to improve their level, they prefer to rely on themselves to study English by using the new technologies at home or at EPST, their marks in the exams demonstrate their good level in English.

As explained before, this project was motivated by a desire within the EPST institution studied to promote learner autonomy more effectively to get motivated students and effective results of ESP. It is hoped that the present investigation would help to enhance students" motivation by promoting autonomous learning within the Preparatory School of Sciences and Techniques as well as to develop the teaching/learning situation and to find some remedies in the teaching of the English module. Therefore, Both teachers and students proposed some suggestions which may provide successful learning by fostering autonomous learning:

- To provide an adequate syllabus for the teachers as well as students to facilitate the arrangement of the lectures in accordance with the students" level and needs.

- To train teachers of EPST to get special instructions in the field of ESP.

- To provide necessary teaching materials in order to make the course more attractive and encourage the practice of English.

- To encourage the students to be independent learners by using different effective tools.

- To make classrooms shift from the teacher -based classroom to students-based classrooms approach.

- To promote learner autonomy in ESP classrooms to get successful results.

- To introduce the speaking skill in ESP classrooms.

During this investigation, the teachers of EPST become aware of the importance of the need for more research into a variety of aspects of providing support for learner autonomy and student motivation in specific purposes, especially ESP settings in Tlemcen. However, future researches are needed to shed more light on learner autonomy from different perspectives in the ESP classrooms, particularly in the Preparatory School settings.

Factors Demotivating ESP Classrooms at the Preparatory School of Sciences and Techniques, Tlemcen, Algeria

Nouzha Yasmina Soulimane-Benhabib
Preparatory School of Sciences and Techniques
Tlemcen, Algeria

Abstract
The present research tries to provide a clear idea about factors affecting student's motivation in the teaching of English in ESP institutions and universities. This study took place at the Preparatory School of Sciences and Techniques, Tlemcen, Algeria. The aim of this research is to highlight the nature of 'demotivation' and identify the causes of this lack of interest to the English module. The data are collected from the students of the first-year under the form of questionnaires and classroom observation. Two steps are followed during this research; the first one is to gather information from a sample unit composed of twenty students and the second one is to analyse the results collected. The findings indicate that despite the importance of the English language, there are many students who remain demotivated to learn it mainly because of their low level and the syllabus which remain for them inappropriate.
Key words: Demotivation, ESP, the English language

1. Introduction

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. The original impetus in second/foreign motivation research comes from the social psychology since learning the language of another community simply cannot be separated from the learners' social dispositions towards the speech community in question. The present paper intends to consider the failure in learning English as a foreign language at ESP schools. Therefore, the aim of this research is to understand the demotivating factors that those students encounter during the learning of the English language. Theories of motivation generally seek to explain why and how students are not motivated to learn English and which reasons make students lose their motivation. Indeed, teachers are interested in finding-out what they can do to overcome weaknesses in students' motivation. More specifically, teachers are eager to find ways of increasing students' engagements in learning activities since students' active participation in class helps a lot in learning efficiently and makes teaching more pleasant in the classroom.

2. Historical Background

Language is a medium of communication and a means of expression that is why today learning a foreign language especially the English language becomes a basic necessity of every student who is ambitious. The reasons of learning the English language are various and as English is the most spoken official language in the world and has official status even in nations where it is not the primary spoken language. English is indisputably the primary language in the world and it is important to learn it. Despite it importance, the English language remains and is still in perpetual competition with the French language in Algeria.

After the Algerian revolution in 1962, our society is still marked by the French colonization, Algerian people are affected by the French culture and the French language is mixed with our language and dialects. "Language is a system of signs that is seen as having itself a cultural value, speakers identify themselves and others through their use of language, they view their language as a symbol of their social identity… thus we can say that language symbolizes cultural reality". (Kramsch, 2000:3)

It is clear that language is not only a means by which people express their ways of thinking, it is more then this, language is a symbol of culture and of a personal identity that is why the English language in Algeria is considered as the second foreign language because of the French heritage which is rooted. Horne claims about language and culture;

Language carries culture, and culture carries, particularly through orature and literature, the entire body of values by which we come to perceive ourselves and our place in the world…language is thus inseparable from ourselves as a community of human beings with a specific form and character, a specific history, a specific relationship to the world. (F.Horne, 2003:15)

From this point of view, we can see that language and culture cannot be analysed in isolation because culture constitutes an integral part of language teaching. Language learning is an intercultural experience as far as it allows us to interact with other persons from different cultures. Algeria is aware of the importance English has in the world, that is why, the schools and universities are equipped with computers, books and magazines are more and more available in the libraries and at universities, internet exist in nearly each home and institution; an important number of people are learning English.

3. Factors demotivating ESP classrooms

In most ESP classrooms where the language in question is a required school subject, there is the problem of demotivation. However, the weakness of English language learners in general is attributed to various factors such as teaching methodology, learner's environment, and learner's attitudes towards the language. Therefore, it is important for the teacher to be aware of the possible factors that may affect students' motivation in order to be able to develop strategies to help them to learn English or another foreign language. Many researches has been conducted on language learning motivation but less on demotivating factors,

Dornyei perceived demotivation as; "If we think about demotivation, is not at all infrequent in language classes and the number of demotivated L2 learners is relatively high." (Dornyei, 141:2001)

As demotivation is considered to be a frequent phenomenon related to the teacher's interaction with students, in ESP studies, in particular, the interest in demotivation has been aroused by different reasons. The L2 domain is most often characterised by learning failure, in the sense that merely everyone has failed in the study of at least one foreign language. So, language learning failure could be related to demotivation which may play a crucial role in the learning process, and there are many factors that affect learning such as the teacher personality, negative attitudes towards the L2 or the foreign language, negative attitudes also towards the target community and the materials used as the coursebook. The list of factors is various and endless, this is why it is important to understand the reasons which make a motivated student becomes demotivated as described by Dornyei; "A demotivated learner is someone who was once motivated but has loss his/her commitment for some reason." (Dornyei, 2001:142)

The table below shows some demotivating factors identified by Dornyei ,generally most studies concerning the field of motivation and demotivation are concentrated especially on the personality of the teacher, teaching methods, learning context in addition to the learner's attitudes toward the L2 or foreign language which play an important role in students' motivation or demotivation.

Table 1. *Main Demotivating Factors Identified by (Dornyei 1998:152,153).*

Demotivating factors	Examples
1-The teacher (personality, commitment, competence, teaching method)	-The teacher shouted all the time. -The teacher always had his favourite and he concentrated on them.
2-Inadequate school facilities (group is too big or not the right level, frequent change of teachers)	-It was really off-putting that in 10 years we had 11 teachers, they kept changing… every body tried out a new method.
3-Reduced self –confidence (experience of failure, or lack of success)	At first, I was confident in learning English and I worked very hard but I got always C or D during the four years.

4-Negative attitude towards the L2	When I studied German, I worked very hard but I realised that I didn't like the whole structure of the German language.
5-Compulsory nature of L2 study	In secondary school, we had to choose one foreign language, I didn't really want to choose German I want French but German was the second useful language
6-Interference of another foreign language being studied	German is similar to English in many ways, and this really irritates me because I keep saying German words instead of English.
7-Negative attitude towards L2 community	The American culture we get is not very attractive to me
8-Attitudes of group members	I always felt embarrassed in class because my English wasn't very good and neither was my pronunciation, I always felt that the others were laughing at me.
9-coursebook	We used I think the worst coursebook in the world, I have seen several coursebook and this is one of the worst.

4. Methodology

Our research work attempts to examine the factors demotivating the first-year students at the Preparatory school of sciences and techniques, Tlemcen to learn English. It is important to mention that this School has just been introduced in Algeria in 2010; it is a new system introduced in Tlemcen in order to teach students the basis of Scientific and Technical modules as physics, mathematics and many other modules, therefore, English is introduced because of its importance over the world; unfortunately, many students failed in learning the English language. This article discusses some of demotivating factors concerning the English module. This study tries to answer the following research questions:

1- Are first- year LMD students motivated to learn the English language?
2- How students' motivation is affected?
3- What can be done to improve their motivation?

As a teacher of English at the preparatory school of Tlemcen, I have remarked students' demotivation in studying English; therefore I decided to make an investigation in this field by administrating a questionnaire to the students in order to collect necessary data.

4. 1.Teaching English at the Preparatory School

The research study took place in Tlemcen; since this kind of institutions exist only in four Wilaya among them Algiers, Oran, Annaba and Tlemcen and in each wilaya has only one preparatory school.   The teaching of the English language at preparatory school is not an easy task; the teacher should take into consideration many factors that may influence student's learning of the English module; therefore, students at the preparatory school are somehow uninterested to learn English, despite it importance in the world as well as in Algeria as mentioned by Backer; English has become firmly established as the international language of the present time. (Baker, 2003:2)

The teacher is always in perpetual struggle with his students to teach English. As mentioned above, the Preparatory School is equipped with labs for the teaching of second and foreign language as English and French, in addition; the teacher has a modern audio-visual material as to display videos or pictures, each students has his/her proper computer to do activities with their teacher. Also, the students can look for scientific words and most importantly they are taught how to write a scientific report or article.

4.2. Participants

Concerning students, we have selected thirty participants from the first-year level because the problem of 'Demotivation' is accentuated. Students' age is from eighteen to twenty. The questionnaire was addressed to twenty students during the English session otherwise; the students wouldn't give back the questionnaire. The questions were formulated in English but the students were free to answer either in English, French or Arabic, the most important is to obtain their answers, their most important objectives are the scientific modules; however, few of them show interest in learning the English language. Even with the most motivating methods, the students do not any effort to participate in the class. Therefore the teacher's role at the preparatory school is central and difficult, it involves providing a positive learning environment and also facilitating learning by adopting a motivating methods. Perhaps the most difficult aspect of teaching in this case is trying different ways to motivate the students but with a few positive results.

4.3. Instruments

The data collection instruments used in this survey is a questionnaire administered to the students in order to collect necessary information for the needs of the research work; however, during the investigation; a questionnaire is not sufficient to get some important information as participants level in English or some lacks in grammar. Therefore; the investigator decided to add a classroom observation method to the survey and thus to complete the research work.

5. Findings and Results

Our present research is particularly significant because it raises a crucial point in learning English and without it learning may be a hard task or impossible, this point is motivation. The purpose of our study is to collect significant data, the information gathered will be studied and analysed to determine the demotivating factors present at the preparatory school of sciences and techniques encountered by the first-year students.

Question N°1**:** Which of the following reasons make you learn English?

Table 2. *Students' motivation to learn English*

POSSIBILITIES	NUMBER	PERCENTAGE
Studying English can be important because it may allow me meet other people from different countries	05	15.62%
To know the English civilization and culture	03	9.37%
To get a good job in the future	07	21.87%
May be useful sometime in the future	04	12.5%
Help me in my career or studies	10	31.25%
Travel to other countries	01	3.12%
I like the English language	01	3.12%
Other reasons	01	3.12%
Total	32	100%

English is considered as a universal language, it means that it is used everywhere such as companies, universities and societies, students are aware of it importance in their studies or career , therefore, 31.25% respond that they learn English for their studies behind 21.87% who think that it can be useful for getting a job in the future. However, 15.62% of the students want to learn it in order to meet other people from different countries and 12.5% think that English may be useful someday in the future followed by 3.12% who need it for travelling and, 3.12% who learn English for the simple reason because they like it and finally 3.12% for other unknown reasons.

Question N°2: Do you think that the module of English is necessary for the first-year students at the Preparatory School?

Table 3. *The utility of English for the First- year students at the Preparatory School*.

Possibilities	Number	Percentage
Yes	30	93.75%
No	02	6.25%
Total	32	100%

The answers are evident since 93.75% of the students agree on the utility of English for the first -year students, however, 6.25% do not agree.

Question N°3: Which of the following reasons demotivate you when studying English

Table 4*. The frequency distribution and percentages of the demotivating factors facing students when learning English.*

Possibilities	Number	Percentage
The syllabus	04	12.5%
The methods used	02	6.25%
Vocabulary is very large to remember	03	18.75%
English structures are complicated	06	18.75%
Difficulties to understand the English language	07	21.87%
My environment doesn't encourage me to learn English	06	9.37%
Social and religious reasons affect my learning of English	01	3.12%
Other reasons	03	9.37%
Total	32	**100%**

As referred in the table above, the demotivating factors mentioned by the students when learning English varies between the difficulties to understand the English language by 21.87%, English complicated structures and the vocabulary is large to remember by 18.75%. Moreover, some aspects of syllabus and methods used are still considered demotivating with a percentage of 12.5% and 6.25% respectively. Demotivating factors related to other reasons are mentioned by 9.37% as well as my environment doesn't encourage me to learn English 3.12% feel demotivated because of social and religious reasons. Comparing between these factors, the most demotivating factor is the students' difficulty to understand the English language.

Question N°4**:** Lack of knowledge of grammar and vocabulary affects our motivation to learn English?

Table 5. *Deficiencies in grammar and vocabulary affect the learning of English.*

Possibilities	Number	Percentage
Agree	24	75%
Disagree	08	25%
Total	**32**	**100%**

To see if the students' lack of knowledge of grammar and vocabulary affects their motivation, they were asked to give their opinion concerning the above statement. The results reveal that the majority of the students agree that it is in fact a handicap to learn English with 75% and 25% disagree with this statement.

6. Data Analysis

As mentioned in the last tables, the questionnaire gives the students the opportunity to express their point of view especially their disagreement about their lacks in the teaching of English. Being aware of the importance English has in the world and the need to use it in their studies and research. The students' expectations are not very fastidious. Thus, it is not evident for the teacher of English to improve their language proficiency because first; the English module is taught only one hour and a half in the week, also the teacher cannot remedy all the deficiencies but can motivates his/her students by using some different approaches, also the inadequate or not specific syllabus concerning the English module increases their demotivation, in addition to students' weaknesses in grammar and vocabulary and many of them don't like speak English because they don't know how to formulate correct sentences. It is important to mention that the Preparatory School is equipped with two laboratories of languages which may facilitate learning for those students Also; there is a defining syllabus but not adequate according to students' lacks.

The teacher in question has to take into consideration the students' level before applying the syllabus; his primary concern in preparing the lecture and in carrying out class activities is to maximize the amount of learning that takes place, to involve the greatest number of students. Once the objectives have been determined, the teacher selects appropriate lesson activities in order to attain these aims, therefore to hold the interest of most students, it is necessary to provide a large number of varied activities. The teacher can select interesting drills or texts; he can introduce games, proverbs or dialogues. Such activity can provide extra-language practice and be a great deal of fun, thus, the students learn much more with fun then when the course is following the classical way of learning each time.

For some students demotivation had a very strong impact that destroyed their interest in learning English whereas for others it decreases their interest in learning English. In all cases, it is evident that demotivation has a negative impact on students' learning. It can be seen that demotivation is a significant language problem that needs to be taken into account, it is important to mention that teachers have to face many problems such as the student uninteresting towards the English module or their low level in other words students' poor language proficiency; it means that students display a great lack in learning the English language mainly due to grammar and vocabulary.

For instance, the majority of the first-year students are not able to write even a simple sentence or to remember the vocabulary of the English language. According to the present paper, it can be seen that the participants are not motivated to learn the English language and those for many reasons. It means that their motivation is affected by their weaknesses in grammar and vocabulary. From the questionnaire and classroom observation, we have taken into consideration some students' points of view. Here are some expectations;

- ✓ Propose lectures appropriate to students' needs.
- ✓ Determine an appropriate syllabus of English for the ESP students.
- ✓ Induce the learners to practice English at class and outside class.
- ✓ Vary the activities according to the students' deficiencies in order to improve the language.
- ✓ Use labs as often as possible to stimulate students' learning.
- ✓ Introducing games during the lectures arouse students' motivation and interest.
- ✓ Creating an enjoyable environment when teaching.
- ✓

7. Lack of Motivation: Causes

Motivation is seen as a source of attention (Baily, 1998:64) because once the subject is interesting for the student, he will devote all his/her energy and time to learn whereas a demotivated learner on the other hand, had loose all the interest in learning a given language. Therefore, the student will be present at the lecture but without contributing to the learning situation as asserts by Corria: Unfortunately, many students dislike learning English, and although they attended   lessons, they are not interested in speaking properly. They only want to pass the compulsory exams. (Corria, 1999:17)

After the identification of the problems encountered when teaching the English module at the preparatory school, it is necessary to find some solutions in order to improve the teaching situation. The causes of the students' lack of motivation may be summarized as follows:

1- Difficulties to understand the English language is seen as the first obstacle in the eyes of the learner's .many students show difficulties to speak or write in English. Thus is mainly due to their low level in this language.

2-Learners' poor language proficiency, as far as grammar and vocabulary are concerned are among the principal causes of their demotivation; their poor performance of that language decreases motivation and affect their desire to learn.

8. Conclusion

To conclude, it is important to stress that motivation is an important variable in second or foreign language success. It should be noted that making learners recognise a real need to accomplish learning goals and providing them with motivation to learn is one of the best steps we can take into consideration to facilitate learning success. Inspired from the work and experience of many psycholinguists on 'demotivation', it exists many ways to motivate the students since the concept of motivation may be the most important key in the learning of foreign languages. It can be seen that students are motivated to learn English but their motivation is affected by several parameters such as the inadequate syllabus to students' needs also students' lacks in grammar and vocabulary or the students' attitudes. Therefore, many solutions exist to help teachers who encountered this problem of 'demotivation' in the future by improving the learning conditions for the teachers and the students in providing them with an appropriate syllabus for ESP, also to make teaching materials available for an enjoyable learning. Moreover, the teacher plays an essential role in enhancing students' motivation by using the adequate methods depending on students' deficiencies. Despite the importance of demotivation in learning in general and ESP in particular to date, few studies have focused on student demotivation. Thus, future researches are needed to shed more light on demotivation from different perspectives.

About the Author:

Nouzha Yasmina Soulimane-Benhabib is a teacher of English at the Preparatory school of Sciences and Techniques at Tlemcen, Algeria. Her current major research topic includes the teaching of English in ESP classrooms and also motivation of those students to learn English. She has participated at some international conferences in Finland and Scotland. She has published an article on motivation at Abou Bakr Belkaid University of Tlemcen review. She is also preparing a doctorate thesis in TEFL and applied linguistics where she is dealing with autonomous learning and motivation.

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Appendix

Students' questionnaire:

The aim of this questionnaire is to collect necessary data about the student' comments and it contains five items.

1. Which of the following reasons make you learn English?

   a- Studying English can be important because it may allow me meet other people from different countries

   b- To know the English civilization and culture

   c- To get a good job in the future

   d- May be useful sometime in the future

   e- Help me in my career or studies

   f- Travel to other countries

   g- I like the English language

   h- Other reasons

   1- Do you think that the module of English is necessary for the first-year ```````````````````students at the Preparatory School*?*

   2- Which of the following reasons demotivate you when studying English?

   a- The syllabus

   b- The method used

   c- Vocabulary is very large to remember

   d- English structures are complicated

   e- Difficulties to understand the English language

   f- My environment doesn't encourage me to learn English

   g- Social and religious reasons affect my learning of English

   h- Other reasons

   4- Lack of knowledge of grammar and vocabulary affects our motivation to learn English?

   a- Agree

   b- Disagree

5- What can be done to improve your motivation to learn English**?**